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Our Working World Cities

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Scriptbook

Our Working World

Cities

(Formerly published under the title *Cities at Work*)

by Lawrence Senesh

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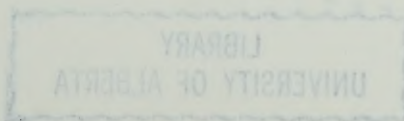
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Seven out of every ten Americans now live in our nation's towering and sprawling cities. What could be more significant than introducing children to the realities of urban life early in the curriculum? To prepare children for the challenges ahead, to involve them in the mounting problems, to give them some idea of the intricacies of city government are indeed important goals.

This set of color filmstrips with recordings of sprightly music also captures the sights and sounds and rhythms of the big city. The program, based on *Cities at Work*, OUR WORKING WORLD, by Lawrence Senesh, contains much valuable material and would be appropriate enrichment material for any social studies program.

Because they convey mood as well as information, the filmstrips use more pictures than you may be accustomed to, and at a faster rate. The recordings have both an inaudible, automatic-advance signal and an audible signal for manual advance. Complete transcripts of the recordings and descriptions of the pictures are included in this booklet.

The filmstrips are problem-oriented. The material is interdisciplinary. It uses economics as a core around which the other social sciences cluster—sociology, political science, history, and geography. Economics explains why cities are located where they are, how some grow and some decline; how people earn income; how trading is accomplished; how men divide the labor. Political science shows how cities are governed, the services they provide, how the use of land is controlled by laws. Sociology helps to explain what keeps people together and apart. It emphasizes the necessity of solving such urban problems as poverty, racial discrimination, poor housing, and overcrowded schools. Geography demonstrates the important roles location and natural resources have played in city growth.

The city is also shown as a busy marketplace where people with ideas to exchange and goods and services to sell can operate. The fast-growing city is a magnet that attracts many—skilled and unskilled—with the promise of a job, a better life, greater opportunity.

Children will become familiar, if they are not already, with the real social issues that the city must cope with in order to survive. Racial inequality must be removed if our cities are to become happy, prosperous places in which to live.

A brief description of each filmstrip is given below.

Dots on the Earth

The filmstrip traces the history of cities and the reasons for their growth. Cities shown are Babylon, Athens, Brasília, London, New York, Denver, Paris, Manchester, Rome, Bruges.

What Is a City?

A poem set to music, illustrated with dramatic color photographs, describes the city and its people—the work they do, how they live, where they play.

Why a City Is Where It Is

The filmstrip illustrates the importance of location as a factor in growth. St. Louis, New Orleans, Miami Beach, located on bodies of water, and Denver are featured.

The City: Marketplace of Goods and Services

Stores, shops, discount centers, and medical and legal services represent some of the variety of goods and services traded in cities. This filmstrip also tells of an uneducated, unskilled Negro farm boy who tries to find work in the city.

The City: Marketplace of Ideas

The filmstrip emphasizes the fact that the city is the place where people discuss and exchange ideas. To illustrate the concept, two famous Atlanta newspapermen, Henry Grady and Ralph McGill of the *Constitution*, are featured.

Why a City Grows

Some cities never stop growing. Some decline. In this filmstrip two cities are featured—Detroit, Michigan, and its automotive industry and Virginia City, Nevada, and its defunct mining industry.

What Keeps People Together?

The filmstrip chronicles the racial conflict and violence, and the subsequent nonviolent resistance led by the Reverend Martin Luther King, Jr., that took place in Birmingham, Alabama, in 1963.

The City and Government

The ways in which political demands of the people are channeled through the government and become laws are illustrated by the use of land and the Zoning Board.

Why Must Cities Plan?

Featured is the demanding role the city planner plays as he attempts to anticipate changes and satisfy the different demands of the city's many special-interest groups.

Keeping Cities up to Date

The filmstrip shows how a typical urban renewal program is undertaken. It emphasizes the effort, money, cooperation, and compromise necessary to achieve it.

The City and Transportation

The filmstrip shows how one city—Chicago—has tried to solve its downtown traffic congestion, caused by increased use of automobiles and trucks.

The City, Water, and Air

Water and air pollution are given thorough coverage so that children might become more aware of the dangerous threat to their environment.

Dots on the Earth

The earth has become an urban world. Few regions remain where man has not built cities to help him with his work and trade. But how did they begin? What has been the process of their development? "Dots on the Earth" traces the ideas that made cities possible and led to their growth.

Main Ideas

1. In order to have cities, there must be—
 - a) An agricultural surplus. Farmers must be able to produce more food than their own families will eat, since people who live in cities must depend on others for their food.
 - b) A division of labor. Because city residents cannot produce all of the goods and services they need, they depend upon many others to produce them. People specialize. They trade their skills for money income, which they use to purchase the many goods and services they need and want.
 - c) A market. Markets are institutions that allow buyers and sellers to reach agreements concerning trades. In some markets—a store, for example—buyers and sellers meet face to face. Today, because of communication techniques, buyers and sellers need not meet personally for many transactions. Some markets, such as the stock market, involve people thousands of miles apart who may never meet each other. The word *market* is also used in a more abstract sense, as in *labor market*, meaning a general category in which trading takes place. Cities must have markets in which to trade because city residents are dependent on each other, on people in other cities, and on farmers for their goods and services.
 - d) Transportation. Transportation brings the factors of production—materials, tools and machines, and labor—together so that goods and services can be produced. It makes markets possible by bringing goods and services and buyers together. It makes specialization possible between people, between farm and city, and between cities.
 - e) Government. When people live close to each other, as they do in cities, it is especially important that they have rules to guide their actions. People also need public services and facilities such as streets, schools, and police and fire protection. Government provides these.

f) Literacy sufficient for the keeping of records. With division of labor and specialization, it becomes necessary for businesses and individuals to keep accounts. Laws must be documented. Thus, reading and writing are a necessity for those involved in record keeping.

2. Advances in science and technology have brought great changes to cities. While many of these advances have been beneficial to man, they have also created problems.

Follow-up Activities

1. To discover that cities are located all over the world, the students can study a world map. With the assistance of the teacher, they should try to locate each of the cities described in the filmstrip. They may wish to make scrapbooks of pictures of cities around the world, using back issues of magazines such as *National Geographic*, *Holiday*, and *Life*. They should discuss the similarities and differences they find among these cities.

2. To help the children gain a time perspective concerning the development of cities, have them make a time line, using generations rather than years. Cities should be placed in the following positions:

Babylon	120 parents ago
Athens	73 parents ago
Rome	56 parents ago
Bruges	17 parents ago
Manchester	5 parents ago
Paris	3 parents ago
New York	now

Each spot on the time line indicates the time illustrated in the filmstrip. The students should conclude that while the development of cities began long, long ago, great changes due to science and technology have occurred relatively recently, as evidenced by Manchester, Paris, and New York.

3. To reinforce the ideas about the historical development of cities, the students should view the frames of each city silently and put into their own words the major ideas presented.

4. To understand how an agricultural surplus and division of labor enabled cities to develop, the students can enact a sociodrama including the following scenes:

Scene I: Hunters following animals to obtain food and clothing.

Scene II: Farmers learning to plant seeds and harvest crops.

Scene III: Farmers bringing extra food to the city, trading it with craftsmen and others in the city for goods and services they need.

Scene IV: A businessman storing food so that the city dweller does not have to trade directly with the farmers; some trading with each other while others collect goods produced in the city to trade with other cities.

5. To help relate the ideas about conditions necessary for growth of cities, the students should try to answer the following questions about their own communities:

- a) How are the people of their city fed?
- b) How is the labor divided? How many occupational classifications can they list?
- c) What kinds of markets can they find? What kinds of trading go on inside the city? between cities?
- d) What are the major forms of transportation inside the city? between the city and other cities?
- e) What kinds of services does the government perform?
- f) Why are reading and writing so important? What roles do museums and libraries and schools play in a community?

Dots on the Earth

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

1. *Dots on the Earth

2. Let's look* at a map of the earth. The blue areas are the seas and oceans. The brown and green areas are land. **Map of the earth**
3. Do you know* what the tiny dots stand for? They stand for cities. Cities are built by men. **Construction scene**
4. *Cities are people, streets and houses, schools and churches, stores and factories. Cities serve man's needs for food, clothing, shelter, and work. **City street scene**

* Audible signal

5. *The dots on the earth all look the same. But the cities they stand for are different. **Map of the earth**
6. *Some cities, like Athens, are very, very old. **Athens, modern scene**
7. *Some, like Brasília, are very new. **Brasília**
8. *Some cities, like London, have millions of people living and working in them. Others have only a few thousand. **London**
9. *Most cities are built next to rivers and oceans, like New York. **New York City**
10. *Some, like Denver, are built near mountains. **Denver**
11. Cities* are different because of where they are, how old they are, and their size. But the really important differences are in the work the people do, the way they live, and the ideas they have. **City people**
12. *Long ago there were no cities. The first men had no houses. They couldn't go to the supermarket to buy food. They had to hunt animals or gather berries and other plants from forests. Otherwise they went hungry. **Nomadic hunter**
13. *There were no stores in those days. Men had to make clothes out of animal skins. **Caveman and family**
14. *Primitive man seldom stayed in one place for long. He followed herds of animals on which he depended for food and clothing. **Hunters**
15. *After many years man made a new discovery: agriculture. **Man using plow**
16. *By planting the seeds of wild berries and other plants, man could grow enough food to last all year. He no longer had to follow the animal herd. He could stay in one place and build a home for himself and his family. **Primitive dwelling**
17. *Each family had to make its own clothes, its own pots, its own tools, and all the other things they needed. **Man making pottery**
18. *Eventually some men grew more food than they needed. Others could then specialize by producing pots, clothing, and tools. **Man making pottery, close-up**
19. *These early craftsmen would trade their products for the products others produced. Many began to live in cities where they had a market for their goods and services. **Early men bartering**
20. *Farmers brought their extra food to the cities. The city people traded the goods they had made for the food. **The marketplace**
21. *Babylon was one of the first cities in the world. Today Babylon is nothing but a few broken walls. Once it was a great city in a rich green valley along the river. Its soil was damp and fertile. **Babylon**
22. *The soil was rich enough so that a few farmers could grow enough food for many people. Not everyone was needed to work on the farms. **Farmers working**
23. *Some people left the farms and moved to a place along the river called Babylon. Together they built a city. **Babylon**
24. *As Babylon grew, people came from many places. They had different ideas and customs. These groups had to learn to live together. **People**
25. *They became specialists. Some were merchants or artists. Others were priests, soldiers, or government workers. **Merchant selling cloth**
26. *A king ruled Babylon. He and his priests made the laws. **High priest**

27. *The priests also kept records for the city. They used numbers and writing to keep records of who paid taxes and rent for land. Some Babylonians learned to read and write in schools.
Babylonian record keeper
28. *People came from all over to trade in Babylon. They traded goods they had produced for goods others had produced. **Men trading**
29. *When men began to use money, trade became much easier.
Man counting coins
30. *In the end Babylon was destroyed by enemies. **Attack on Babylon**
31. *The story of Babylon shows that when people grow more food than they need, some can become specialists and produce a variety of goods and services. **Babylon**
32. *Athens, unlike Babylon, is still a busy city. People still live and work around the old meeting place. **Athens, modern**
33. *Long ago there were temples, workshops, and stores around the meeting place. **Ancient Athens**
34. *Farmers had a market. Here farmers brought extra food to trade for things they needed. City workers traded their goods for food. **Ancient marketplace**
35. *Athenians traded something else of great importance at that meeting place. They shared ideas. Many of their ideas became laws. In Babylon the king had made laws, but in Athens the citizens made the laws. **Athenian citizens listening to speaker**
36. *The workers of Athens and the farmers who lived near the city were specialists. Some farmers grew only grapes and produced wine. Others grew only olives and produced olive oil. **Grape harvest**
37. *In the city there were potters, sandalmakers, jewelers, and other specialists. **Man painting pottery**
38. *The goods produced by Athenian craftsmen were traded in faraway places for other goods and materials. **Merchant ships**
39. *The Athenians took great pride in their city. Artists and architects built beautiful buildings and statues. **Athenian statue**
40. *Athenian ideas are still a part of our life today. We use ideas from the Athenians in our laws and architecture. **The Capitol, Washington**
41. *Rome was another great ancient city. Roman soldiers conquered many distant countries. The Romans built roads connecting these distant countries to their own. **Ancient Rome**
42. *Roman engineers built great stone aqueducts to carry fresh water from the mountains to the cities. These were built so well that many of them are still standing today. **Roman aqueducts**
43. *Few goods were produced in Rome. Most of them came from the captured cities. Food came to Rome from farms, which were worked by slaves. **Slaves on farm**
44. *In the city itself slaves did most of the work. Many citizens of Rome didn't think that free people should do work. **Citizen and slave**
45. *Roman leaders provided free shows to amuse the citizens. **Gladiator and lion**
46. *Rome finally grew weak and was conquered. **Battle scene**
47. *The ruins of Rome still stand. They remind us of how great the ancient city must have been. **The Colosseum**
48. *After Rome was defeated, many of the cities that the Romans had built were attacked. The people fled from them. Many became farmers on lands protected by the soldiers of great noblemen. **People fleeing city**
49. *The soldiers and noblemen lived in fortified castles. One of these belonged to the Count of Flanders. **Castle**
50. *A city named Bruges grew up around the walls of the castle. Merchants came to Bruges from all over to trade wool, wine, and gold for the fine cloth produced by the craftsmen of Bruges. The Count of Flanders, the merchants, and the craftsmen profited from this trade. **Bruges**
51. *Merchants and craftsmen formed groups called guilds. The guilds helped run the city. They collected taxes and hired men to care for the city. **People exchanging goods**
52. *The guild members made their own laws. They governed themselves. By meeting and sharing ideas, the people of Bruges built a strong city. **People exchanging ideas**
53. *Years later Manchester, England, became famous for its fine cloth. **Manchester**
54. *In Bruges the cloth had been made by hand. In Manchester, cloth was made by machines. Machines could produce much more cloth. The machines needed a lot of room and many people to run them. Large factories were built. **Textile factory**
55. *Manchester was a good place to build factories. It was near coal mines, and coal was used to run the steam engines that provided power for the weaving machines. **Coal barges**
56. *Cloth made by machines was cheaper than cloth made by hand. People the world over bought it. **Store**
57. *Many people came to Manchester for jobs in factories. The workers lived in crowded and unsafe houses. **Poor and crowded housing**
58. *Smoke from the factories turned the buildings black. Factory wastes floated in the river. Manchester became an ugly, unhealthy place to live. It gave jobs to people, but it didn't provide a good life for them. **Factories emitting smoke**
59. *At one time Paris was ugly too. Most neighborhoods were jumbles of dark, crooked streets. **Dark, unpleasant scene**
60. *The emperor Louis Napoleon had architects plan a new city. **Louis Napoleon**
61. *Workmen made broad new avenues so that the palaces and monuments could be seen. They made parks and planted flowers and trees brought from other countries. **The new Paris**
62. *They also built theaters for entertainment and museums for famous art treasures. **Art museum**
63. *Today Paris is beautiful. Songs have been written about it and artists have painted many pictures of it. Paris proves that a city can provide more than work and trade. It should provide beauty for its people too. **Left Bank**
64. *Each of the dots on the earth has its own story. But they all must fit the needs of the people who live there. **Map of world**
65. *Cities provide people with a chance to do useful work and to specialize. **Pottery maker**
66. *They provide people with a chance to trade goods and ideas. **Men trading**
67. *And cities should provide people with a chance to enjoy beautiful things and live in pleasant surroundings. **New Paris**
68. Dots on the Earth
69. END

Main Ideas

The first stanza outlines the physical elements of the city—the stores, churches, houses, other buildings, and streets. The second emphasizes the human aspects of the city as a place where labor is divided. The third and fourth stanzas show the city as a marketplace where people buy and sell goods and services. The fifth and sixth discuss the location of cities; the sixth emphasizes transportation. The seventh brings out the idea that cities change over time. Some grow and some decline. The eighth stresses the city's dependence on food from surrounding farms and the need for government and rule making. The last two stanzas stress the differences between cities. Some are more pleasant than others, but the quality of a city's life is largely the responsibility of the people who live there.

Follow-up Activities

1. To appreciate the meaning of the "Song of the City," the class should learn to sing it. After they have mastered the lyrics, they can view the filmstrip without the record and sing.
2. To help relate the filmstrip's ideas to their own city, the students can draw pictures of local situations that illustrate each stanza. These can then be combined into a bulletin-board display entitled "What Is a City?"

3. If the children live in or near a city, the teacher should attempt to use it as a laboratory. On a map of the city, the children should mark off the position of their own neighborhood or area. As the school year progresses, they can add appropriate symbols to the map to represent landmarks, land uses, and so forth. They can also locate and discuss some of their city's prominent landmarks. Persons who have contributed in some way to the community can be invited to the class to talk about the city. The children can also collect photographs of paintings or articles and stories and prepare an exhibit entitled "The Way Artists and Writers See Our City."

The children can be encouraged to write their own poems, stories, or brief essays concerning the mood of their city. They can also draw pictures of their impressions of different neighborhoods. The compositions and drawings can be assembled into individual booklets entitled "How I See My City" or in a classroom exhibit, "The Way We See Our City."

What Is a City?

Leon Trachtman

Roslyn G. Aronson

Intro. $\text{♩} = \text{♩}$

1. What is a cit - y?
2. Why is a cit - y?
3. Where is a cit - y?
4. When was the cit - y?
6. How is a cit - y?

What is a cit - y? A jum - ble of build - ings, Some ug - ly, some pret - ty? Some
Why is a cit - y? — Is it be - cause Peo - ple think it looks pret - ty? Is
Where is a cit - y? — Must it be built In a spot that is pret - ty? Can it
When was the cit - y? Did men just de - cide That they'd built some - thing pret - ty? Now —
How is a cit - y? — Why are some ug - ly And why are some pret - ty? —

streets and some hous - es, A church and a store? No — that's not a cit - y; A
built for its lights? For it's tow - ers so tall? Or do cit - ies just grow For no
be where it's cold? Can it be where it's hot? Are there plac - es on earth Where
thous - ands of cit - ies Lie un - der the sun. Was — ev - er a time When there
How can our cit - ies Be splen - did and gay - A — pleas - ure to live — in? —

What Is a City?

Advance to black frame immediately after "Focus."

Place needle on phonograph record or start cassette.

1. *What is a city? **Distorted view of city**
2. *What is a city? **Distorted view**
3. *A jumble of buildings, **Aerial view of New York City**
4. *some ugly, **Ugly alley**
5. *some pretty? **Town houses**
6. Some streets* and some houses, **Apartment houses**
7. a church* **Church**
8. * **Synagogue**
9. * **Spanish church**
10. * **Yoruba temple**
11. and a store?* **Barbershop**
12. * **Supermarket**
13. *No, that's not a city; **Restaurant**
14. a city's much *more. **Grocery with fruit display**

Slower

cit - y's much more. A cit - y is men us - ing build - ings and land For the rea - son at all? — Butch - ers and bak - ers And art - ists as well, cit - ies are not? — Cit - ies are born And can live and can grow Where it's could - n't be one? There could - n't be cit - ies Un - til men learned how To — Tell us the way! If cit - ies will be Rich, ex - cit - ing and bold, —

work of the head And the work of the hand. A — cit - y is peo - ple Who Peo - ple who buy, And — peop - le who sell, Build a cit - y to - geth - er Be - eas - y for peop - le To come and to go. On — riv - ers near rails, On a feed man - y men With the work of one plow; Un - til they were 'ab - le To Us - ing and treas - ur - ing New things and old, — Safe, pleas - ant plac - es For

Stanzas 3-4 *D.S.*

need one an - oth - er, Who work for themselves, But who all work to - geth - er. cause it's a place They can meet and can work And can talk face to face. — road, near the sea. — These are the plac - es Where cit - ies will be. — make and use tools; Un - til they could gov - ern Ac - cord - ing to rules. — work and for play, The —

Stanza 5

peo - ple who live there Must make them that way.

15. *A city is men **Crowd on street corner**
16. *using buildings **Crowd in open building**
17. and land* **Steam shovel**
18. for the work of the head* **Men and computers**
19. and the work* of the hand. **Close-up of workman's hands**
20. *A city is people who need one another, **Two men helping girl**
21. *who work for themselves **Hotdog vendor**
22. *but who all work together **Three construction workers**
23. *Why is a city? **Distorted view**
24. *Why is a city? **Distorted view**
25. Is it* because **Fountain**
26. people think it looks pretty?* **Neon lights**
27. Is it built for its lights?* **Las Vegas at night**
28. *for its towers **Top of building**
29. so tall?* **Bottom of building**
30. Or do cities* just grow **Farther up**
31. for no reason at all?* **Farther**
32. * **Top of building**
33. Butchers* **Butcher**
34. and bakers* **Bakers**
35. *and artists as well, **Artist**
36. *people **Shoe store window**
37. who buy* **Open-air clothing store**
38. *and people who sell, **Jewelry store**
39. build a city* together **Construction workers**
40. *because it's a place **People seated around table, laughing**
41. they can meet* **Factory worker**
42. and can work* and can talk face to face. **Two men chatting**
43. *Where is a city? **Distorted view**
44. *Where is a city? **Distorted view**
45. *Must it be built in a spot that is pretty? **Buildings reflected**
46. Can it be where* it's cold? **Ice-skating in Central Park, New York City**

* Audible signal

47. *Can it be where it's hot? **Tropical scene**
48. *Are there places **Ocean scene**
49. on earth* **Farm scene**
50. where cities are not?* **Sunset on water**
51. *Cities are born **Cornfield**
52. and can live* and can grow **Crowd on street**
53. where it's easy for people* to come and to go. **Crowd crossing street**
54. On rivers,* **Small group crossing street**
55. near rails* **Buildings reflected in water**
56. *on **Railroad**
57. a road* **Expressway to city**
58. near the sea* — **Ocean liner**
59. these are the places* where cities will be. **Building reflection on water**
60. When was the city?* **Distorted view**
61. When was the* city? **Distorted view**
62. Did* men just decide **Fountain in modern building**
63. that they'd build something* pretty? **Sculpture in pool**
64. *Now **Glass and steel high-rises**
65. *thousands **Aerial view of New York City**
66. of cities* **Marina Towers, Chicago**
67. lie under the sun.* **Parade, Indianapolis**
68. * **Statue atop building**
69. Was ever* a time **Small city on hill**
70. when there couldn't be one?* **City viewed through arches**
71. There couldn't be cities *until men learned how **Sunset over water**
72. to feed many men* **Sidewalk café**
73. with the work of one plow,* **Man plowing with buffalo**
74. until they were able to make and use tools,* **Corn harvester**
75. *until they could **Corn harvester, close-up**
76. govern according to rules.* **Government building**
77. How is a city?* **Distorted view**
78. How* is a city? **Distorted view**
79. Why are some* ugly **Rubbish-strewn street**
80. and* why **Affluent city neighborhood**
81. are some pretty?* **Reception at Guggenheim Museum, New York City**
82. * **Balloons**
83. How can our cities be* **Balloon vendor**
84. splendid* **Roller coaster**
85. and gay,* **Building reflected in water**
86. a pleasure* to live in? **Marching band**
87. Tell us the way.* **Amusement park ride**
88. If cities will be rich, exciting,* **Red cube sculpture**
89. and bold, using and treasuring new things and* old, **Angel figure**
90. safe, pleasant places* **Children swinging**
91. for work and for play,* **Girls chatting on steps**
92. the people who live there must* **Crowd scene**
93. make them that way.*
94. What Is a City?
95. END

Why a City Is Where It Is

The location of cities is by no means accidental. Each city has a unique historical background, yet the reasons for city locations fall into general categories. Learning about these categories will help the children understand urban development and growth.

Main Ideas

1. Cities are located in places where men can work and trade.
2. Cities are located in places where there is good transportation. Transportation brings together workers, materials, and the tools and machines needed to produce goods and services. Transportation is also needed to allow city people to trade goods and services they produce for the things they need.
 - a) From the earliest times, cities have been located near oceans, seas, lakes, rivers, and canals because water transportation has always been one of the most convenient and cheapest forms of transportation.
 - b) Many cities are located where goods are transferred from one form of transportation to another.
 - c) Many cities are located on railroad lines or where good roads can be built.
3. There are other reasons for city locations:
 - a) Proximity to power sites—water or coal fields.
 - b) Ability to produce special goods or services—mining and resort cities.
 - c) Proximity to safety or defense—cities that grew near fortresses.
4. Advances in technology and new power sources allow cities to be located in a greater variety of places than before.

Follow-up Activities

1. To reinforce their ideas concerning the importance of transportation facilities as a factor in the location of cities, some of the students can study a map of the United States. Ask them to make a list of cities that are major seaports located at the mouths of large rivers (Boston, New York, Philadelphia, Baltimore, Savannah, Mobile, New Orleans, Houston, Galveston, Corpus Christi, San Francisco, and Seattle); cities that are lake ports (Buffalo, Erie, Cleveland, Toledo, Detroit, Chicago, Milwaukee, Duluth); cities that are important river ports (Minneapolis, St. Louis, Memphis, Cincinnati, Kansas City, Louisville, Pittsburgh, Omaha).

Other students can study railroad and highway maps of the United States and locate major cities served by networks of railroads and highways (Atlanta, Indianapolis, Columbus, Dallas, Chicago, St. Louis, Denver). Students may discover that some of these cities owe their growth to more than one kind of transportation.

2. As a follow-up to the above activity, the teacher can assign committees to study the major cities on other continents. How many are located on important waterways? Which ones are important rail centers? Why do the continents of Africa and Australia have so few seaports? (In both continents there is a lack of navigable rivers.)

3. To learn more about the reasons for the location of various U.S. cities, the children can make reports about these cities and their locations. Natural resources, including a pleasant climate, were important factors.

a) Miami Beach, Fla. (climate, resort area); Duluth, Minn. (iron, lake port); Hibbing, Minn. (iron, railroad); Morgantown, W.Va. (coal, railroad); Saratoga Springs, N.Y. (health resort); Pittsburgh, Pa. (iron, coal, water); Butte, Mont. (copper); Atlantic City, N.J. (ocean resort); Hot Springs, Ark. (health resort); Carlsbad, N.M. (potash, tourists).

b) These cities are market centers for the surrounding farms. Why? Corona, Calif. (citrus fruits); El Centro, Calif. (vegetables); Watsonville, Calif. (lettuce); Mercedes, Tex. (citrus fruits, vegetables); Sanford, Fla. (celery); Moorhead, Minn. (potatoes); Fort Pierce, Fla. (vegetables).

The class can take an outline map of the United States and indicate the location of the above cities with different symbols.

4. To demonstrate how important a factor defense once was in the location of cities, the teacher can show pictures of ancient and medieval towns or cities located for defense purposes on hills, on islands, or in marshes. Good examples of such cities would be Athens (the Acropolis was originally a fortress); Moscow (the Kremlin was a fortress above the Moscow River); Venice (on islands); Ravenna (in marshes); other Italian hill towns; and other former fortresses such as Metz, Oslo, Belgrade, and Edinburgh.

To locate fortress cities established within the United States, students can consult an encyclopedia for the names and stories of U.S. cities beginning with *Fort*. Individual children can make reports on particular cities. The class can compare the findings and discuss why some forts grew to be large cities, while others ceased to be important as soon as the need for defense passed.

Why a City Is Where It Is

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

1. *Why a City Is Where It Is
2. *Where are cities? **View of earth from satellite**
3. *Some are in mountains. **Aerial view of Denver**
4. *Some are by the sea. **New York City**
5. *Some are in warm places. **Miami Beach, Fla.**
6. *Some are in cold places. **Granby, city in Quebec, Canada**
7. *But all cities grow in places where people can work and trade, and have the things needed to produce goods and services. **Detroit at night**
8. *What is needed to produce a simple product, hotdogs? **Man consuming hotdog**
9. * **Package of frankfurters, close-up**
10. * **Package of frankfurters, close-up**
11. Raw materials are needed. * **Meat packer**
12. In this case, meat. * **Meat packer and man holding meat**
13. Machines* are needed, . . . **Sausage-making line**
14. *and power to run the machines, . . . **Sausage-shaping machines, close-up**
15. *and skilled workers to control the machines, . . . **Machine and worker**
16. *to do what the machines cannot do. **Man working with table of sausage**
17. *Water is needed. In this factory, water in the form of ice is used to cool the grinding machines. **Ice bin**
18. *Water, machines, skilled workers, power, and raw materials are needed to produce goods. **Workers weighing finished frankfurters**
19. *All of these things are not easy to find in one place. **Butcher on phone**
20. *So cities need transportation to bring them together . . . **Truck on loading dock**
21. *and to take the finished product to market. **Truck, front view**
22. *This map shows the largest cities in the United States. The map also shows the oceans, the largest lakes, and the largest rivers. Do you notice something interesting? **U.S. map**
23. *You probably noticed that almost all of the large cities of the United States are on oceans, one of the Great Lakes, or a large river. Why is that? Let's look at some of the cities near bodies of water, then one that isn't. Maybe then you'll know the answer. **Map with large circles on Denver, St. Louis, New Orleans, Miami Beach**
24. *This is New Orleans, on the great Mississippi River. **Aerial view of Mississippi and New Orleans**
25. *The Mississippi flows from the northern part of the country past New Orleans to the Gulf of Mexico. Other large rivers flow into the Mississippi: the Missouri River, the Illinois River, the Ohio River, and others. **Map, with rivers indicated**
26. *Long ago the easiest way of getting raw materials from the central part of our country to the markets of the east coast was by boat: down the Mississippi and from there to the east coast. **Map, with arrows indicating routes**
27. *Flatboats carried raw materials down the Mississippi. They carried wheat, to be ground into flour; and animal furs, to be made into hats and coats. **Flatboat**
28. *Larger boats, called steamboats, carried goods as well, especially cotton that was grown on plantations. **Steamboat**
29. *Men sold these raw materials in New Orleans. **Dock, New Orleans**
30. *They were taken off the flatboats and steamboats and put on ships that sailed on the ocean. **Unloading cotton**
31. *The ships carried the materials to cities on the Atlantic coast and to other countries. **Anchored ships**
32. *Ships coming to New Orleans brought a wide variety of manufactured goods. They brought tools, guns, fine cloth, and machinery. **Single ship**
33. *Men who brought raw materials down the Mississippi used some of the money earned from the sale of their cargo to buy goods in New Orleans. **Auctioneer**
34. *They took the goods home. **Flatboat**
35. *The river and the ocean gave New Orleans a good means of transportation. It became a place where many things were bought and sold, an important trading city. **Market, New Orleans**
36. *This map shows St. Louis. As you can see, St. Louis is near where two rivers meet. One is the Mississippi River. The other is the Missouri River. **Map**
37. *The rivers provided St. Louis with good means of transportation. Long ago Indians and other trappers brought furs to St. Louis. **Indians in canoe**
38. *Hats and coats made from furs could be easily transported down the Mississippi to market. **Storefronts, St. Louis**

* Audible signal

39. * There was good farmland around St. Louis. Farmers could grow corn and apples and other fruits and vegetables. St. Louis had a large farmers market. **Farmers at work**
40. * Many people traveling West stopped at St. Louis for food and equipment. Stores were built to supply them. **Early city scene**
41. * Let's look at one more city—Denver, Colorado. Denver is located on a high plateau to the east of the Rocky Mountains. Unlike St. Louis and New Orleans, Denver isn't close to any large river. **Aerial view of Denver**
42. * Denver began when gold was discovered nearby. **Man panning gold**
43. * Many people came to Denver to mine gold. **Mountain mine**
44. * Later, men started cattle ranches near Denver. At a certain time in the year they drove the cattle to Denver and sold them. **Cowboys driving cattle**
45. * Denver had raw materials, but it had no rivers and it wasn't near an ocean. Gold had to be carried to other parts of the country on wagons. **Wagons ascending mountain**
46. * After a* railroad was built, connecting Denver to eastern cities, the city grew. **Early train**
47. * Gold and cattle could easily be sent to other places. Food and other goods could easily be brought to Denver. **Train traveling**
48. * Old cities like St. Louis and New Orleans were located on rivers or near the ocean. Years ago boats and ships were the only way to transport enough goods to supply a city. **City waterfront scene**
49. * Now you know why most of the largest cities are on a river, ocean, or large lake. **Map, with dots for cities**
50. * Later, when railroads were built, cities didn't need to depend on rivers or the ocean for transportation and could be built away from the waterways. **Map, with railroad routes**
51. * Cities now have other kinds of transportation besides rivers and railroads. Trucks move goods in and out of cities along highways. **Highway and trucks with railroad overhead**
52. * Airplanes also carry goods to and from cities. **Plane in flight**
53. * **Unloading plane**
54. * Today New Orleans is still an important trading city. Oil, gas, and other goods . . . **Barge**
55. * go up and down the Mississippi River on boats called barges. **Many barges**
56. * Ships still bring goods to New Orleans. For example, many bananas and coffee beans are sent there from other countries. **Shippard**
57. * Sugarcane and rice are grown near New Orleans. **Sugarcane harvest**
58. * Sugar needs to be refined . . . **Refining plant**
59. * before it looks like the sugar in your kitchen. **Refining machinery**
60. * New Orleans now has sugar refineries and many other factories. It is now more than a trading city; it is also a manufacturing city. **Truck filled with liquid**
61. * Many tourists come to New Orleans to see the old section of the city and the yearly carnival, Mardi Gras. Many businesses, like hotels and restaurants, provide services. **Mardi Gras scene**
62. * St. Louis is also a manufacturing city as well as a trading city. It is still a great fur market. **Gateway Arch, St. Louis**
63. * Factories there make shoes, chemicals, railroad cars, and dresses. Coal to provide power for the factories is brought to St. Louis from mines in Illinois. **Coal chute**
64. * St. Louis no longer depends only on rivers for transportation. It has many railroads. **Aerial view of train yard**
65. * The city is the second-largest railroad center in the country. **Streamliner on tracks**
66. * Denver is also a large railroad center. It has seven railroads connecting it to other cities. It has a large sheep market. **Sheep being herded onto freight car**
67. * There are factories in Denver that produce flour, mining equipment, and airplanes. **Aircraft factory**
68. * The government has a mint there where coins are made. Many people come to Denver for vacations in the Rocky Mountains. **Mint**
69. * Today a city can be built almost anywhere—even in a desert. **Desert scene**
70. * Phoenix, Arizona, is. **Aerial view of Phoenix**
71. * Water is stored in reservoirs many miles away . . . **Hoover Dam**
72. * and brought to Phoenix through pipes. **Pipeline**
73. * Food, raw materials, and skilled workers are transported to Phoenix by trucks, railroads, or airplanes. **Train in desert**
74. * Power lines can bring electricity from far away. **Power lines, sky, people**
75. * Today a city can be built in just a few years. Not too long ago Miami Beach, Florida, was only a sandy island where a few people lived. **Beach and palm trees**
76. * Once Indians lived there, but had left. A group of men tried to begin a coconut plantation, but they were not successful. The land had none of the usual natural resources to begin a city. **Coconuts, close-up**
77. * But Miami Beach had a special kind of raw material. It had a warm climate all year round and a wonderful beach on the Atlantic Ocean. **Sunset on ocean**
78. * After a railroad was built to the area, tourists began pouring into Miami. **Miami Beach, aerial view**
79. * Now more than two million people come to Miami Beach every year for vacations. **Hotels on beach, aerial view**
80. * Hundreds of planes a day bring tourists to Miami. **Plane landing**
81. * Where are the cities? Now cities can be wherever man needs them. **View of earth from satellite**
82. * Cities still need raw materials, . . . **Coal chute**
83. * skilled workers, . . . **Sausage and meat packer**
84. * and food. **Man consuming hotdog**
85. * They need water, . . . **Hoover Dam**
86. * tools, machines, . . . **Sausage-making machine**
87. * and power. **Power lines**
88. * But today, modern transportation can bring all these together more quickly than ever before. **Train in desert**
89. * Why a City Is Where It Is **Acknowledgments**
90. **END**

The City: Marketplace of Goods and Services

12

Cities exist primarily as trading centers. Some city businesses must produce goods and services for people who live within the city. But a great number of businesses produce goods and services for people who live outside the city—on farms, in small towns, and in other cities throughout the nation and the world. These businesses use the income they receive to pay for their production costs. These include raw materials, use of buildings, tools and machines, and wages for their workers. Businesses must also pay interest and dividends to investors for the use of their savings. Business transactions take place in many different markets. There are the raw materials markets, labor markets, money markets, and markets for finished goods and services.

This filmstrip describes how many of these markets operate. In doing so, it emphasizes one of the critical problems facing cities today. Millions of people have flocked to urban centers with the hope of entering the cities' labor markets, only to discover they do not have the skills demanded by business and industry.

Main Ideas

1. A market is the point where buyers and sellers of goods and services come into contact. In a market, sellers compete for customers and buyers buy where they can get the best goods or services at the lowest price.
2. Businesses produce goods and services to sell in the hope of making a profit.
3. One of the most important markets in the city is the labor market. Here producers of goods and services buy the skills that people offer for sale.
4. One of the major factors determining wage differences is the *number* of people who offer a particular skill for sale (*supply*), and the *number* desired by businesses (*demand*). Today many people are capable of performing only the relatively unskilled jobs. Because the demand for such jobs is so limited, the wages are low.

Follow-up Activities

1. To help the children understand the meaning and nature of the market, the teacher can ask the following questions: Where do we go to shop? Where do I go if I want to buy a suit? Where do I go if I want a haircut? Where do I go if I want to buy some medicine? Where do I go if I want to buy a house? The teacher can list on the blackboard the kinds of stores and places where people buy the various goods they need. All these places are markets where buyers and sellers meet. The discussion may also bring out that buying and selling do not have to be conducted face to face. The telephone or the mail can be used in ordering and dispensing goods and services.

2. To help the children understand how competition affects prices, the teacher can ask whether the store owner can charge any price he wants. This discussion should bring out that the store owner cannot do that, because he competes with other businesses for customers, and customers usually buy where they can get the best goods and services at the lowest prices. Also, if the price of one product is too high, buyers will look for another one that will serve the same purpose.

For example, if the price of butter is too high, housewives may decide to buy margarine. This point can be dramatized by having three children try to sell small items such as candy or marbles. Each child sells the same kind of merchandise at a different price. Other children, playing customers, shop in the three stores and buy where the prices are lowest. The stores with high prices must lower them if they want to sell their goods.

3. To discover that there are a great many different kinds of markets, depending on the goods or services dealt in, the size of the market, and the kind of buyer participating in the market, the class can study the newspaper. The Sunday edition of a large metropolitan paper would probably be best suited for this activity.

a) The labor market. The want ads can be used to show how many employers seek workers. Ads from big companies located in areas away from the newspaper's city show that for some kinds of jobs there is a nationwide labor market. This is usually for highly skilled occupations such as executives, engineers, and scientists. Other kinds of workers, usually less skilled, are sought locally. For instance, the labor market for taxi drivers is usually a local market.

b) The money market. One aspect of this can be shown by the stock market quotations carried in the paper's business section. These markets are national, and often worldwide, in that people all over the United States buy and sell stocks; but the teacher can point out that the markets themselves are located in various large cities such as New York, Chicago, San Francisco, and Philadelphia.

c) Grain and commodity markets. The newspaper usually carries price quotations for grains and other farm products. These are national or worldwide markets. They, too, are located in certain important cities.

d) The housing market. Here are both rental and sales markets, but a housing market is a local market. The class can discuss why this is so. Housing cannot be easily transported from one area to another.

e) Raw materials markets. The metals market is one of these. Perhaps the newspaper contains quotations on the New York or London price of copper and other metals. Such markets are usually national or worldwide.

4. To help the children understand the nature of the labor market in their own community, a committee can visit the local office of the state employment service and interview the manager. The following questions will serve as a guide to their discussion:

- a)* How does this office bring together people who are looking for jobs with businesses that wish to hire more workers? What kinds of records are kept? Why are these records important?
- b)* What kinds of jobs are in most demand?
- c)* What kinds of jobs are in least demand?
- d)* What is the going wage rate in the community for
 - (1) workers who are unskilled?
 - (2) workers who can work on assembly lines?
 - (3) workers who have special skills, such as mechanics, carpenters, plumbers, technicians?

5. In general, what are the differences in the incomes of people in the community who have and who do not have a college education? The committee should report its findings to the class.

If an interview cannot be arranged, the teacher can obtain copies of newsletters published by the state employment service that furnish many of the answers to these questions.

Review

1. To help the children gain an understanding of the interrelation between businesses in one city and those in other cities, regions, and countries, groups of students can be assigned the following activities:

a) One committee can be assigned to survey each kind of store illustrated in the filmstrip. The committees should try to answer the following questions:

- (1) From what other cities, regions, or countries might the goods have come?
- (2) What forms of transportation might have been used to bring these goods to the city?

b) After each committee has completed their answers, they can prepare a map illustrating the sources of the goods and the method of transportation used.

2. To discover the many occupations that exist in the city, the students can make a list of the different kinds of occupations pictured in the filmstrip. They should discuss the amount of skill each job requires, whether they think there is a great demand for it, and whether its income level is low, medium, or high.

The City: Marketplace of Goods and Services

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. *The City: Marketplace of Goods and Services
2. *The city is a marketplace of goods. **Supermarket**
3. *In any city there are many buyers **Outdoor clothing shop**
4. and* many sellers. **Neighborhood stores**
5. Goods to be bought* and sold . . . **Display of masks**
6. come to cities from other countries* **Neighborhood stores**
7. and from other parts of our* country. **Freight yards**
8. Fresh food is* brought to most cities every day from farms near-by and far away. **Fruit and vegetable market**
9. Many goods* are produced right in the city. Cities are good places to make things, because many goods can be sold in the cities themselves. **Auto assembly plant**
10. *Cities are transportation centers. **Men in freight car**
11. It's easy* to send goods produced in one city to other cities **Freight car being unloaded**
12. and* to other countries. **Ships in harbor**
13. * **Close-up of ship cranes**
14. * **Longer view of ship**
15. Factories* need skilled workers, and there are many of them in cities. **Sheet-metal workers**
16. There* are many stores in a city. They can sell a lot of things . . . **African bookstore**
17. and make* a small profit on each one, . . . **Street vendor**
18. or* sell a few things . . . **Jewelry store**
19. and make a large* profit on each one. **Auto display room**
20. But if a store doesn't make enough profit,* it goes out of business. **Sign in window: IT'S ALL OVER**
21. How* do stores get customers? **The Soldier Shop, New York City**
22. Some stores sell* special goods, things that can only be found at those stores. **Close-up of model soldiers**
23. Would* this store get a lot of customers if it were in a small town? **Close-up of soldiers**
24. Some stores* get customers because their goods are very well made. **Jewelry display**
25. Goods* like this are expensive. **Abercrombie and Fitch, New York City**
26. Cities* have people who can afford to buy them. **Window display**
27. People* shop at stores like this one in the center of the city because they can buy many of the things they need here. **Large department store**
28. They* don't have to go to many stores. **Interior of department store**

* Audible signal

29. *People go to this store because the prices are low. **Bargain store**
30. This* store doesn't make much profit on each thing it sells, but it sells many of them. **Interior of department store**
31. There* are also stores that specialize in selling certain things in the neighborhood. **Neighborhood hardware store**
32. Prices* in these stores are sometimes higher than at a supermarket. **Dairy specialty store**
33. The *people of these neighborhoods shop at these stores because they are convenient. **Outdoor fruit and vegetable market**
34. But* if any store doesn't offer a specialty, or low prices, or convenience, and doesn't get customers, . . . **Store selling out**
35. it will not* make a profit. **Outdoor market**
36. Cities* are good places to buy things, . . . **Window display**
37. because* in cities there are greater varieties of goods than in towns. **Three window displays**
38. Many things* can be bought in cities that can't be bought elsewhere. **Art shop**
39. Stores* compete for customers. Customers can pick the store with the lowest prices, . . . **Window advertising**
40. the store* that is most convenient, . . . **Fruit and vegetable market**
41. or the store* that sells the best goods. **Jewelry shop**
42. A* city is also a marketplace of services. **Shoe repair shop**
43. People* want things fixed. **Man cutting leather**
44. They want to be healthy.* **Doctor's office**
45. They need things cleaned.* **Man washing window**
46. *And they want to travel. **Travel agency**
47. The people who provide* these services must also compete. To get customers, they must provide better service, . . . **Watch repairman**
48. quicker* service, . . . **Auto wash**
49. or cheaper service.* **Man advertising haircuts**
50. The city is also a labor market.* People work at many different jobs in the city. Men like these get paid a lot because they have special skills. **Linemen at work**
51. These men* also have special skills which they learned through years of education. Such people get paid well. **Two men with computers in background**
52. Other jobs* require no special skills; many people can do these jobs. These jobs don't pay so well. **Filing clerk**
53. The city* is a place where people find jobs that use the skills they have. **Construction workers**
54. The city is also a place where they can learn new skills. Cal* Fisher grew up on a farm. His family didn't own the farm. His father worked for the man that owned the farm. **Family in front of house**
55. He came* to the city because on the farm machines were doing much of the work . . . **Cal getting off bus**
56. and* no jobs were available. **Close-up of Cal**
57. He went to an* employment agency to find a job. He didn't want to go around to every company in town looking for work. **Cal going into employment agency**
58. When he was asked* what he could do, he said he could milk cows. **Man and Cal talking**
59. There wasn't much need* for that in the city. **Cal demonstrating milking**
60. People like Cal,* who do not have the skills that businesses in the city need, cannot expect to get paid very much. **Cal over man's shoulder**
61. Cal* finally got a job as an elevator operator. **Cal at elevator door**
62. He enjoyed* the job and liked talking to the people in the building. He wished he could make more money, but in order to do that he needed to have a special skill. **Cal talking to man in elevator**
63. One day* Cal got some bad news. The owner of the building was buying automatic elevators. Cal was out of a job. **Close-up of Cal**
64. One of the* men who lived near Cal told him about a government training program. **Cal going downstairs**
65. He went* to a special school to learn how to be a carpenter. **Cal at drill press**
66. He liked* to work with his hands, and a skilled carpenter could make a good living. **Man instructing Cal**
67. The *marketplace that is a city is truly remarkable. It is a good place to sell goods or services . . . **Marina Towers, Chicago**
68. because* there are so many people wanting to buy goods and use services. **Watch repairman**
69. The city* is a good place to buy goods because there is such a wide variety of goods. **Specialty shop**
70. The city* is a good place to buy services because there are so many services, . . . **Long view of wig shop**
71. some* that can only be found in a city. **Close-up of wig shop**
72. The city is* a good place to get a job. **Two men discussing computer printout**
73. Some come to the city with skills.* Others come to learn skills. **Cal going downstairs**
74. And the city* is a good place to produce goods because there are skilled workers, a nearby market, and transportation facilities. **Factory scene**
75. The City: Marketplace of Goods and Services
76. END

The City: Marketplace of Ideas

In the beginning, cities grew because they were trading centers of goods and services. But just as important was another kind of exchange—the trading of ideas. This sharing of ideas has stimulated changes in science and technology, in political systems, and in social conditions. When men first began sharing ideas, civilization started.

Today people in cities share ideas in many ways. Archives, libraries, museums, and schools are used to store ideas so that they can be transmitted to future generations. Businesses prefer to have their main offices located in large cities so that they can share ideas with other businesses easily.

In the cities, the communications industry is always an important business. Newspapers, magazines, radio, and television relate news and ideas to the people every day. This filmstrip centers on two men—Henry Grady and Ralph McGill—who used their newspaper, the *Atlanta Constitution*, as a vehicle for spreading their ideas. Both, like other men of great moral strength, clung to their ideas in the face of great opposition. Because of them, many people feel that Atlanta, the South, and the entire United States are better places in which to live.

Main Ideas

1. Civilization began when man learned to share ideas.
2. Cities are centers for the exchange of ideas because
 - a) people with different ideas live close together and
 - b) cities attract people who have ideas to share.
3. A free society needs people who are not afraid to express their ideas.

Follow-up Activities

1. To see how their own city performs as a marketplace of ideas, the students should list as many businesses and public institutions as possible that have sharing of ideas as a primary function. The list should include libraries, museums, newspapers, radio and television stations, printing companies, advertising agencies, publishing companies, art galleries, and bookstores. Groups can go on field trips to the institutions that interest them the most. They can also list city landmarks that preserve ideas from the past, such as old buildings, statues, and other historical monuments and markers.
2. To help the children understand more about the courage of Ralph McGill, a committee of better readers from the class should go to the public library and read a series of his articles on a particular issue, especially integration. Mr. McGill's columns were nationally syndicated, and even if the library does not have copies of the *Atlanta Constitution*, the columns should be available in one of the library's newspapers. The librarian should be able to help the children find appropriate copies. The committee should report to the class what they found, perhaps quoting a few of McGill's sentences that carried the force of his ideas.
3. To understand the important role newspapers play in the support or opposition of a particular issue, the class should invite a representative of a local newspaper to discuss an issue on which the newspaper took a stand and its effect on the outcome.
4. As a follow-up to viewing the filmstrip, the class can be divided into several committees, each taking a project along the lines described below.

COMMITTEE 1: The group should find out about a person in the past or present who came to America for political freedom. After collecting information from books or newspapers and magazine articles, the committee could present a report or playlet to the class.

COMMITTEE 2: The group should present the case history of a good business idea that widened consumers' choices. Stories could be taken from the past or present, using examples found in the children's own community.

The children might especially enjoy exploring such questions as these: Who thought of making the hole in the doughnut? (Hanson Crockett Gregory, one hundred years ago.) Where did the idea of the hotdog start? (In St. Louis, Mo., when a vendor named Anton Ludwig Feuchtwanger thought of putting the sizzling-hot sausages in buns to protect the customers' hands.)

COMMITTEE 3: The group can explore the topic of what the world's communication system would be like without newspapers, television, and other mass media to facilitate the exchange of ideas. The children can find out about old methods of spreading news—town criers, itinerant peddlers, troubadours, the pony express—and prepare a mural showing the progress from town crier to television.

COMMITTEE 4: With the help of the teacher, the group can collect items from the newspaper concerning issues that have stimulated differences of opinion—for example, a proposal that trees be cut down to make room for roads. The committee can post appropriate news stories, articles, editorials, and letters on the bulletin board. A straw poll could be taken among the class members, and if they seem sufficiently interested in a controversy, they might have a debate.

The City: Marketplace of Ideas

Advance to black frame immediately after "Focus."

Place needle on phonograph record or start cassette.

* * *

1. The City:* Marketplace of Ideas
2. *Long ago, men learned to trade with other men for things they needed but could not produce themselves. Communities became centers of trade. **Cro-Magnons bartering**
3. Each group* that came to trade got to know a little about the other. Sometimes they learned a few words of each other's languages. Even more important, they learned that there were people who had ideas that were very different from their own. **Hunter and farmer haggling**
4. If trading* had gone well, the people would return. Word would spread and others would come to trade. In this way early cities became marketplaces, not only of goods and services, but also of ideas. **Group of hunters approaching another group**
5. Some marketplaces* became great cities. Others never grew at all. **Outside the walls of Babylon**
6. The cities* that grew were often near rivers or harbors. Boats loaded with goods from far away could easily stop there. **Unloading goods**
7. In addition* to transportation, cities needed a food supply. Cities grew where land was rich enough to produce food for large numbers of people. **Ancient farm**
8. People* came from far and near to cities to trade their goods and services for others that they needed. **People entering city to trade**
9. Many of them* stayed to start their own little shops. They brought their customs, languages, and skills with them, as well as new and different ideas. **Man using potter's wheel**
10. Great cities* sprang up around the Mediterranean Sea and the lands nearby. Some were seaports, others were on large rivers, and still others were built at important crossroads—but they were alike in one thing. **Map**
11. All of* these great cities were marketplaces of ideas. This is as true today in the United States of America as it was thousands of years ago in Europe, Asia, and Africa. **Network of highways leading to city**
12. Atlanta,* the capital of Georgia, is an excellent example of a city of ideas. Today Atlanta is one of the most beautiful cities in our country. **Map of Georgia**
13. Atlanta* used to be named Terminus. A terminus is a last stop; Atlanta was the last stop of the railroad. The railroad brought goods and people to Terminus, so that it quickly grew much larger. **Terminus station**
14. Later* Terminus was renamed Atlanta, and it was well on its way to becoming an important city. New railroads were being built all over the South, and many of them went through Atlanta. **Atlanta station**
15. By the time* the Civil War broke out, Atlanta was the most important railroad center in the South. Its many factories were busy making guns, clothing, and other supplies for the Southern army. **Men reading newspapers**
16. Atlanta* was so important that Northern soldiers tried to capture the city more than once. Each time the Southern soldiers drove them back. Then came an attack that could not be stopped. **Civil War battle scene**
17. In July* of 1864 sixty thousand Union soldiers, commanded by General William T. Sherman, surrounded Atlanta. For forty days Northern cannon pounded Atlanta, destroying hundreds of buildings in the city and forcing the Confederate defenders to leave. **Another battle scene**
18. On September 2,* 1864, General Sherman captured Atlanta. He ordered his men to do as much damage as they could. **Sherman astride horse, marching through Atlanta**
19. By the time* the Union army was ready to leave, only 400 of Atlanta's 2000 buildings were still standing. Its railroad yards were wrecked and the city's usefulness to the Southern cause was ended. **Devastated city**
20. Most* of Atlanta's people did not realize how badly their city had been damaged. A great number of them had escaped to safety before Sherman's men arrived. They were heartbroken when they came back and found Atlanta in ruins. **People mourning Atlanta**
21. They vowed* that they would rebuild Atlanta. They believed that their city was worth rebuilding, and this idea gave them strength to go on. **Rebuilding Atlanta**
22. There is an old* story about a magic bird called the phoenix. The phoenix was supposed to have lived for five hundred years. When it was time for it to die, people believed that the phoenix flew into a sacred fire to meet death willingly. **The phoenix in flames**

* Audible signal

23. The legend* said that it was born again from its own ashes, stronger and more beautiful than before. To many people in Atlanta, the phoenix seemed very much like their own city. In fact, years later the phoenix became Atlanta's official symbol. **The phoenix reborn**
24. Following* the Civil War, Henry W. Grady was a most important leader in Atlanta's reconstruction. He was only fourteen when the city was destroyed, but Grady, like many others, wanted to see Atlanta rebuilt. **Henry W. Grady**
25. He was* an excellent student, graduating from the University of Georgia at the age of eighteen. After another year at the University of Virginia, Henry W. Grady went to work as a newspaper writer. **Grady at graduation**
26. At the* time, most people in the South blamed the North for all that happened to them during the Civil War. They were filled with hate and thought only of the dead past. **Speaker and group**
27. In his* stories and articles Grady fought against this anger and hate. He told the people of the South that they must forget the past and keep their eyes on the future. **Front page of the Constitution**
28. At first* his ideas were not popular. Gradually Henry W. Grady began to change the feelings of the people of Atlanta with his new ideas. **People discussing the newspaper**
29. When he was* only twenty-nine, Grady became the editor of the *Atlanta Constitution*. The *Constitution* was a young newspaper and few people read it. **Grady as editor**
30. The *Constitution** became a powerful tool for spreading new ideas. The newspaper worked to solve the problems of all of Atlanta's people and to help the city grow. **Printing the newspaper**
31. The first* problem he worked on was the rebuilding of Atlanta. Grady made speeches, wrote articles, and printed stories that wakened the public's interest. Soon new buildings were springing up all over the city. **Grady delivering speech**
32. There was still* a great deal of bad feeling between the South and the North. Grady realized that only by working together could the North and South heal the wounds of the war. **Men on both sides of Mason-Dixon line**
33. For that reason* Grady did all he could to get Northern businessmen to open offices and build factories in Atlanta. **Textile factory**
34. This was why* the Atlanta Exposition of 1887 was held. The exposition was a kind of world's fair, attracting many people to Atlanta who saw that the city was ready for the future. **Entrance to exposition**
35. As* Grady had hoped, the exposition showed Northern businessmen that Atlanta was a good city for new factories and offices. **Men discussing building plans**
36. The city* grew richer, and some of the people of Atlanta enjoyed the benefits. **Well-dressed people promenading**
37. Others* were not so lucky. Most whites considered blacks to be their inferiors. The black citizens of Atlanta, though no longer slaves after the Civil War, did not share in the city's newfound wealth. **Negroes and shacks**
38. As in* the rest of the South, black men found it very hard to find any kind of job at all. **Sign: WHITE MEN ONLY**
39. The only* jobs open to black women were jobs as maids or cleaning women. **Negro maid**
40. Black* people did not have a fair chance at a good education, either. **White school**
41. Grady* wanted the South to be a place in which all people could work together in peace and justice, no matter what their color. Few whites shared Grady's ideas at that time. **Black school**
42. Grady* was editor of the *Constitution* for nearly ten years. During that time his newspaper spread many new and powerful ideas not only in Atlanta, but throughout the South. **Grady at desk**
43. Even a terrible* fire in 1917, which destroyed more than 2000 buildings, could not stop Atlanta. Like the phoenix in the legend, the city rose from the flames a second time and grew stronger and more beautiful. **Raging fire**
44. Henry Grady* helped lead the reconstruction of Atlanta after the Civil War. Such leadership is important to a city. Another man who brought such ideas to Atlanta, a half century later, was Ralph E. McGill. **Ralph McGill**
45. He joined* the *Constitution* in 1929 as a reporter, and after ten years of hard work and success Ralph McGill was made managing editor. **Newspaper office**
46. McGill* then began to write a column that was printed on the front page of the *Atlanta Constitution* and in other newspapers throughout the country. Many people liked what he wrote. Others didn't. **Outside newspaper office**
47. McGill* had become famous for his work not only in Atlanta, but all over America. In 1959 Ralph McGill was given the highest honor in the newspaper business, the Pulitzer Prize. **McGill awarded prize**
48. Under McGill *the *Atlanta Constitution* helped to raise money to build Grady Memorial Hospital. This hospital is one of the largest in the South. Here, anyone who is sick or hurt gets the finest care, even if he has no money to pay for it. **Hospital ward**
49. *The people of Atlanta enjoy the finest in good music played by its own Atlanta Symphony Orchestra. This is one more of the many good things that Ralph McGill and the *Atlanta Constitution* helped to start in the city.* **Symphony**
50. The modern* roads and highways are another. Travel into and out of Atlanta, and between the different parts of the city, is smooth and easy because of this system. **Highway network**
51. Atlanta's* Five Points area is one of the busiest business districts in the South. Without such men as Grady and McGill, Five Points might never have been. Today more than 4000 large national companies have branches in Atlanta. This means more jobs for more people, both black and white. **Tall buildings**
52. Despite* the opposition of many whites, Ralph McGill and the *Atlanta Constitution* worked long and hard to integrate classrooms throughout the South. **Classroom, integrated**
53. By getting* blacks and whites to know and respect each other, Ralph McGill helped make Atlanta a better place to live. **Black and white shaking hands**
54. Ralph McGill's* last project for Atlanta was this thirteen-million-dollar Arts Center. It has three theaters where the people of Atlanta can see plays, go to concerts, and listen to opera. **Arts Center**
55. Today* Atlanta is a growing and busy city. Much of this activity is because of the ideas of men like Henry Grady and Ralph McGill, and the way they fought to make many of their dreams come true. **Grady and McGill**
56. *The City: Marketplace of Ideas
57. END

Why a City Grows

It is simple to say that a city grows because it attracts many people. But for a city to be prosperous, the population growth must be coupled with economic growth. A city must increase its production of goods and services additional people will want at a price they are willing to pay. In order to do this, a city needs good transportation systems to bring in raw materials and to send out finished products. It also must have tools and machines available, and an increasing supply of skilled workers.

Detroit exemplifies this kind of growth. It became the fifth-largest city in the United States because of the nationwide demand for automobiles. Production of autos created a greater demand for automobile parts suppliers. All these businesses needed more and more workers. The increase in workers created a demand for more consumer goods and services. Thus more houses, stores, offices, schools, and parks were built. More jobs were created, and Detroit boomed.

Cities may also decline. Some have remained static or have suffered gradual decline. Others have experienced sudden busts. A decline may be attributed to changes in consumer demand. It may be due to other cities that produce similar goods or services more cheaply. In the case of Virginia City, the decline was caused by the failure of its basic industry.

Main Ideas

In order to grow, a city needs —

- a) Physical space. Hence a city surrounded by land suitable for building can grow more easily than one that does not have such land on which to expand.
- b) Access to raw materials and markets. A city that is connected with other cities and other parts of the world by good transportation is more likely to grow than a city that lacks easy transportation to other points.
- c) Businessmen and workers who are interested in new ideas.

d) Many marketable products. A city with many different kinds of businesses is more likely to keep growing over a long period of time than a city with only one kind of basic industry.

e) Workers with the kinds of skills that the industries of the city demand.

Follow-up Activities

1. To understand some of the factors that contribute to urban growth or decline, the students should review the frames of the filmstrip that deal with Detroit and Virginia City. Groups should analyze the following factors:

a) Physical space. Availability of flat land aided in Detroit's growth. One could not say, however, that lack of space was a factor in the decline of Virginia City.

b) Access to raw materials and markets. Good water and land transportation systems have greatly aided in Detroit's growth. The students should be able to see that Detroit businesses obtain iron ore by ship; processed steel by both rail and ship; parts from other midwestern cities by rail and truck. Finished products are then transported to major markets by rail, ship, and truck. Virginia City, on the other hand, was much more isolated than Detroit. There were few markets nearby. The only thing that brought people to Virginia City in the first place was a valuable mineral. When its extraction became unprofitable, the people of the community could not turn to producing anything else.

c) Businessmen and workers who are interested in new ideas. Detroit had a great many such men, both innovators and those willing to back their ventures with savings. Most of the people of Virginia City were interested in one thing — quick riches from silver and gold.

d) Many marketable products. The teacher can point out that even leaders in Detroit have been worried about the city's great reliance upon automobile production and related products. They have been trying to attract other industries to Detroit. Of course, Virginia City became a ghost town because its only industry was mining.

e) Workers with the kinds of skills that the industries of the city demand. This was a major factor in the growth of Detroit. Workers who had made carriages, bicycles, and tools could transfer their skills to producing automobiles. The skills used in mining in Virginia City, however, could not be adapted to many other forms of production, even if the community had not been as isolated as it was.

2. To help the children discover how and why cities grow or fail to grow, a visit can be made to a local museum, public library, or newspaper office to obtain pictures and information about changes that occurred over the past fifty years. The class should try to trace the causes of the changes.

Some questions that could be pursued are these: Why did farmland become a residential area? Why were houses replaced by apartment buildings? (More people created a greater demand for housing.) What brought more people to the city? (Expansion of industry or commerce.) What businesses were expanding? Why? What are the main businesses today?

After discussing their findings, the children can prepare a pictorial display with pictures they find or draw themselves, with suitable captions, showing some of the changes in the history of their city.

Why a City Grows

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. *Why a City Grows
2. *Cities began as tiny clusters of houses and other buildings.
Frontier settlement
3. *Some of these settlements grew to be little villages or towns and never got any bigger. **Frontier village**
4. *Some towns, however, grew to be large cities. **Nineteenth century city**
5. *Like Detroit. **Detroit at night**
6. *Some started to grow and then got smaller, like Virginia City. **Virginia City**
7. *Let's look at one tiny settlement that became one of our nation's great cities—Detroit. **Fort Detroit**
8. *What was different about the towns that grew? **Detroit at night**
9. *Long ago Detroit was just a small fort. The people living there were traders, trappers, and soldiers. The traders brought cloth, guns, and manufactured products . . . **Trapper, Indians, canoe**

10. *to exchange for the furs brought by the Indians and other trappers. **Trappers preparing pelts**
11. *Before there were good roads or railways, the easiest way to travel or transport goods was by water. **Barge on canal**
12. *When the Erie Canal was built in 1825, people and products were able to get all the way to Detroit from the Atlantic Ocean by water. **Map showing Erie Canal**
13. *They could travel from New York to Buffalo on the Hudson River and the Erie Canal. **Travelers on canalboat**
14. *There were soon many boats from Buffalo . . . **Buffalo dock**
15. *to Detroit across Lake Erie. **Boat on Lake Erie**
16. *It was easy to get to Detroit by boat . . . **Detroit pier**
17. *and many people came and stayed. **People on dock**
18. *Some of the people who came to Detroit went into the business of building boats. **Boatbuilder and children**
19. *There were great forests nearby, and trees from the forests supplied wood for boatbuilding. **Boat under construction**
20. * **Boat under construction**
21. *Glass, . . . **Glassmaking**
22. *metal parts, . . . **Forging metal**
23. *steam engines, . . . **Rolling metal**
24. *and* many other things were needed to build boats. **Rolling out a metal sheet**
25. *Factories to supply these products were started in Detroit. The city could easily spread out, for there was plenty of flat land nearby. **Factory near lake**
26. *There were also men in Detroit who were willing to use their savings to build factories and businesses. **Factory and Henry Ford**
27. *Later, railroads were built to connect Detroit with other cities. **Railroad map**
28. *Even more people came and many new businesses and factories were started. **Railroad station**
29. *Railroads and boats brought coal, iron, copper, and lumber to Detroit. **Warehouse at dockside**
30. *These raw materials were used to make such products as . . . **Ship tied up**
31. *carriages, . . . **Carriage factory and sign**
32. *bicycles, . . . **Interior of carriage factory**
33. *tools, stoves, furniture, and many other things. **Bicycle factory**
34. *Detroit became an important manufacturing city. Products made in Detroit were sent to markets in other cities in the United States and all over the world. **Dock scene**
35. *More and more people came to Detroit because there were many well-paying jobs there. **Women employees**
36. *The people of Detroit needed many goods and services, . . . **Storefronts**

37. *so businesses were started to supply them. **More storefronts and sign**
38. *Banks . . . **Bank**
39. *and groceries, . . . **Grocery delivery carriage**
40. *music stores and . . . **Music store**
41. *auction rooms. **Auction rooms, exterior**
42. *People needed hospitals, . . . **Hospital**
43. *telegraph offices, . . . **Men and telegraph office**
44. *and plumbers. **Plumber shop, exterior**
45. *Other* businesses provided diversions like . . . **Racetrack advertisement**
46. *racetracks, . . . **Men watching horses run**
47. *Turkish baths, . . . **Turkish bath advertisement**
48. *taverns, . . . **Tavern, interior**
49. *and circuses. **Entrance to circus**
50. *Detroit had skilled workers and many industries. **Workers at machine**
51. *It had good transportation and men willing to risk their savings. **Factory and Henry Ford**
52. *And it had one other thing that helped to make it grow—it had people with ideas. One man with ideas was Henry Ford. **Henry Ford, half-smile**
53. *When Henry Ford started his auto company, it took a lot of time to build a car. Cars were expensive. Only rich people could afford them. **Lady at wheel**
54. *Henry Ford wanted to build lots of cars . . . **Model T**
55. *and build them quickly because the quicker he could build them, the cheaper he could sell them. **Assembly-line exit**
56. *Instead of building one car at a time, . . . **Woman and wheel**
57. *the Ford factory used an assembly line. An assembly line divided the labor. **Ford assembly line**
58. *As a car moved on the line, each worker put on a part, . . . **Ford assembly line, another view**
59. *adjusted a part, . . . **Another view**
60. * **One more view**
61. *or tested a part. **Testing parts**
62. At the end* of the assembly line the car was ready to drive. Cars could be assembled in hours instead of days. **Finished automobile emerging**
63. *Soon the Ford Motor Company was making thousands of cars each year. Fords were inexpensive, and thousands of people bought them. **Gentleman taking lady for a ride**
64. *Other men besides Henry Ford had auto companies in Detroit. Detroit was a good place to produce automobiles. **Street filled with early cars**
65. *There were many skilled workers there. These workers had made carriages, bicycles, and tools. They already had many of the skills necessary to make cars. **Man repairing wheel**
66. *Secondly, Detroit had a good transportation system. Raw materials such as iron and coal came there by boat and train. Cars were shipped to market in the same ways. **Loading tanker**
67. *There were also companies in Detroit or nearby that could make parts for cars—companies that made glass, rubber tires, screws, and the many other things necessary for building cars. **Glass factory**
68. *Today Detroit is a city of over two million people, the fifth largest in the United States. Detroit started as a small trading post and grew to be a giant of a city. **Detroit at night**
69. *Besides factories and stores, it now has theaters and museums, . . . **Museum**
70. *a symphony orchestra, . . . **Symphony**
71. *one of the world's largest convention halls, . . . **Interior of convention hall**
72. *and the Detroit Tigers. **Ball game**
73. *The history of Virginia City, Nevada, is a bit different. **Miners with picks**
74. *About a hundred years ago gold and silver were discovered in mountains near Virginia City. **Miners with shovels and picks**
75. *People came from everywhere to mine the gold and silver. **Group shot of miners**
76. *Other people came to provide services and goods. **People arriving in Virginia City**
77. *The town of Virginia City grew fast. People thought that it would be a big city. **Covered wagons in center of town**
78. *But it became more and more expensive to mine the gold and silver. It finally became so expensive that it was no longer profitable to mine it. **Large mine**
79. *There were no other raw materials with which to manufacture goods. There was no work for people, and they started to leave Virginia City. **Loading a pack horse**
80. *Virginia City became a ghost town. Today people go there just to see what a ghost town looks like. **Empty buildings**
81. *Over the years Detroit has had many different industries. Goods produced there have been sold throughout the country and the world. **Busy waterfront with smokestack belching**
82. *Detroit has had many skilled workers. **Assembly line**
83. *Detroit has had good transportation to bring in raw materials and take products to market. **Dock scene**
84. *It has had people with ideas and people who are willing to risk their savings to start businesses and factories. **Henry Ford**
85. *These are the things that make a city grow. If Detroit is going to stay an important city and continue to grow, it must keep producing things which are needed and wanted in marketplaces around the country and the world. **Detroit at night**
86. *Why a City Grows **Acknowledgments**
87. **END**

What Keeps People Together?

22

In recent years racial violence has plagued our cities; dissension has rocked our college campuses; views on many national issues have polarized. To settle differences peaceably is the never-ending concern of a free society. This filmstrip demonstrates what can happen when people do not discuss their differences openly, and when one group feels that normal avenues of communication are closed. It helps children learn about the steps that must be taken if conflicts are to be resolved in a peaceful manner.

Main Ideas

1. There are certain forces that bring people together in cities and other forces that keep them apart.
2. The forces that keep people together are based on common economic, political, religious, professional, and cultural interests. People sharing such interests often form into groups.
3. Groups formed in this way may have conflicts with each other. A city may face serious difficulties if these conflicts become too great.
4. People in today's cities are becoming increasingly aware that peaceful relations between groups are absolutely necessary for a happy and prosperous city.
5. Unless lines of communication are kept open, people within some of these groups may become isolated from the larger community.
6. Whenever lines of communication are kept open, there is a greater opportunity for people to understand each other's problems and interests and there is a greater chance that compromise between conflicting interests can be reached.

Review of the Filmstrip

This filmstrip presents its subject matter with dramatic impact. The teacher will want to follow the narration closely while running the filmstrip. The frames move rapidly, and at times are independent of the narration.

1. The teacher may wish to discuss the following ideas with the class prior to showing the filmstrip.

a) The idea that whites were superior to blacks led to the problems that developed in Birmingham and in many other cities around the country. Even though we know that this idea is not true, it is very difficult to change such an opinion when it is handed down by parents to their children generation after generation.

b) For many years most of the black people have had desperate yearnings for equality but felt it was hopeless to fight the system. Recently, certain things have happened that have given black people some hope that their conditions could change. The Supreme Court decision in 1954 outlawing segregation in education, along with other civil rights laws, has given them a great boost. The dynamic leadership of the Reverend Martin Luther King, Jr., showed all people how changes could be brought about through nonviolent resistance.

2. To help the children understand that people get together in many different kinds of groups based on similar interests, ask the students to identify the groups represented by frames in the filmstrip—neighborhood, occupational, religious, cultural, and other common interests.
3. To discover how conflicts arise and cause serious divisions within a city, and how such conflicts can be resolved by negotiation, the students should review the portion of the filmstrip that describes the conflict in Birmingham by using the following questions:

a) Into what kinds of groups were the people of Birmingham divided? How did their different ideas lead to conflict?

b) Why was it so difficult for the people of opposing views to discuss their problems?

c) What were the actions that finally brought the groups together to discuss their problems? (Nonviolent demonstrations under the leadership of Martin Luther King, realization by many residents that continued conflict would only bring more damage to the city, a willingness of representatives on both sides to discuss the problem, a willingness of both groups to compromise, and the election of more moderate city officials as a result.)

d) Were all of the problems solved? (No, but since groups were at least willing to discuss the problems, there was a successful start toward their solution.)

4. To help them discover how social problems can be studied analytically, students may wish to describe the racial conflict in Birmingham, using the six-step problem-solving method described in lesson 11.

Follow-up Activities

1. To learn more about the nature of the various organizations in their community, the students can interview officials of several groups to discover their purposes. Examples of groups whose members can be interviewed are civil rights organizations, labor unions, groups such as, and similar to, the Junior Chamber of Commerce, professional groups such as the American Medical Association, and groups that have been set up for the achievement of some local political objective. The teacher should make sure that the children select persons and groups that represent a variety of religious, ethnic, political, and social backgrounds and interests. The class can prepare a visual display entitled "There Are Many Groups with Many Interests in Our City."

2. To help the children understand that violence hurts not only individuals but the entire city, have the class discuss acts of mass violence that may have occurred in their city in recent months. A city official can be asked to discuss with the class the possible causes of such outbreaks and ways of preventing them.

3. To make the children more sensitive to the problems of others, and to help them understand what prejudice is like to one who experiences it, the teacher can ask: "What do you suppose it would be like to visit a country where all the people were strangers speaking another language, and where customs and beliefs were different from yours? Would you feel lonely? afraid? Would you want to go home? Would you be angry? The great sadness is that there are many people who feel this way every day of their lives, but do not live in a foreign country. They are people who live in their own country but are discriminated against because their skin is of a different color, or they eat different foods, or they have unusual names."

What Keeps People Together?

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. *What Keeps People Together? What Keeps People Apart?
2. *One of the reasons that a city is such an exciting place in which to live is . . . **Children playing in circle**
3. *that thousands of people live there . . . **People crossing street**

* Audible signal

4. and* these people form many different types of groups. **Crowd watching turtle**
5. There are neighborhoods* of people who . . . **Man buying from street vendor**
6. themselves* are from many parts of the world, . . . **Phone booth in Chinatown**
7. or whose* parents or grandparents are from other countries. **Man putting up Chinese posters**
8. *There may be many neighborhoods in a city, but in a happy, prosperous city . . . **Street scene in Chinatown**
9. *the people of different neighborhoods all get along with each other. **City street workers**
10. *People have many different types of jobs. Some people get paid a lot and some not so much, . . . **Man with briefcase**
11. *but in a happy, prosperous city everyone has the opportunity to get a job and to work at something he enjoys. **Student orchestra**
12. *The city provides many interesting activities for its people. The many recreational facilities are available to everyone in a happy city. **Swimming pool**
13. *The people of a city vote for the leaders they want. **Line of people waiting to register to vote**
14. *These leaders uphold rules and laws which . . . **Policeman talking to women**
15. *all the people, rich or poor, black or white, must obey. **Smiling policeman**
16. *In a happy city many groups of people live and work together: laborers and bosses, . . . **Black and white construction workers**
17. *people from different neighborhoods, . . . **Children at play in poor neighborhood**
18. *people of different religions, . . . **Church, exterior**
19. and *people of different races. **Boys on fence**
20. Sometimes* groups disagree. Often they can solve their problem by themselves. **Men at conference table**
21. Sometimes* the city government must decide what is the best solution. **Mayor speaking**
22. But sometimes* groups disagree so much that even this doesn't work. This is what happened in Birmingham. **Sign**
23. *In 1963 Birmingham, Alabama, had a population of 341,000 people. Forty percent of the people were black and 60 percent were white. **Aerial view of Birmingham factories and smoke**
24. *As a newspaper reporter said, "Whites and blacks walk the same streets and use the same water supply and sewer system," . . . **People on street corner**
25. but *"the schools are segregated. **School bus**
26. The libraries* and theaters are segregated. And the blacks get the poorer seats, the poorer schools, and are not able to get good jobs just because they are black." **Sign: COLORED BALCONY**
27. *A Negro woman said, "I just don't understand the white people around here. They act so crazy. It doesn't make any sense. Don't they know there is a limit to what people will stand?" In Birmingham and all over the United States black men wanted change. **Sign: COLORED ONLY**
28. *In Birmingham the black people wanted their children to go to good schools. They wanted to be able to eat in any restaurant they could afford . . . **Colored-only restaurant**

29. *and to be able to get jobs that were just as good as the white men had. But the black people still saw signs that said **COLORED ONLY** and **WHITE ONLY**. The whites were together and the blacks were together. But these two groups were apart. **White restroom**
30. *Whites had lived and worked separately from the blacks for many, many years. At home most white children learned to ignore blacks. They took white-black separation for granted. **Assembly of Negroes**
31. *The city government was elected by the whites—most of the blacks didn't get to vote. **The mayor**
32. *The city officials wanted to keep things just the way they were. **A white citizen**
33. *The blacks, led by Martin Luther King, Jr., protested their condition, but no one would listen. **Martin Luther King, Jr.**
34. *So they decided to make the white men listen by showing their problems in a quiet but dramatic way. **Ralph Abernathy**
35. *They went into restaurants . . . **Blacks linking hands**
36. *for whites only . . . **Church sign**
37. *and patiently waited* for service. **Crowd waiting on steps**
38. They marched* peacefully to demonstrate . . . **A march**
39. their complaints* about the inhuman conditions . . . **Marchers with signs**
40. in which* they lived. **Marchers, close-up**
41. But by the end of the first* week . . . **Crowd of marchers**
42. more than 150* peaceful demonstrators . . . **Billy clubs of policemen**
43. had been arrested.* **Negroes with signs**
44. The mayor and the* police commissioner . . . **Negroes on steps**
45. said the demonstrations were* illegal . . . **Police official**
46. and they continued* to . . . **Police seizing protest signs**
47. arrest demonstrators.* **Police with demonstrators**
48. Many whites found* it hard . . . **Group of police**
49. to be listening to blacks for the first* time . . . **Police dog straining at leash**
50. in their lives.* **Dog ripping Negro man's trousers**
51. On Easter Sunday* they arrested the Negro leader . . . **Policeman with police dog**
52. the* Reverend Dr. Martin Luther King. **Fireman with powerful hose**
53. *Dr. King urged his followers . . . **Negro youth knocked down**
54. *to continue to demonstrate. **Negroes linking hands**
55. Many* young people demonstrated. **Hose being aimed at a Negro group**
56. Dr.* King said, . . . **Two men helping a woman**
57. "Children face* . . . **Close-up of Negro woman demonstrator**
58. the stinging darts of segregation* . . . **Man on a stretcher**
59. as well as adults."* **Police holding the woman back**
60. A Negro mother said, "These young* people are not going to . . . **Two policemen pulling the woman**
61. take* what we took." **Woman looking at policemen**
62. They wanted* their children . . . **Negro woman in police wagon**
63. to have the same opportunities* . . . **Police wagon window, close-up**
64. as the white children.* **Crowd of young Negroes**
65. Some whites began to look* for the first time at the Negroes' demands. **Crowd of white teenagers**
66. *A white man said, . . . **Birmingham's industrial area**
67. "The Negroes* are demanding something that isn't so unreasonable: . . . **Another view of Birmingham**
68. to have a cup* of coffee at a lunch counter, . . . **Rubbish-strewn, demolished area**
69. to* get a decent job." **Negro youth pointing; policeman watching**
70. *The conflict was no good for business. A businessman said, "If this keeps up, nobody's going to come downtown. There's not going to be any business at all." **Close-up of trooper**
71. *Birmingham had been a prosperous city for the whites. Blacks wanted it to be prosperous for them also. **Black and white leaders at conference**
72. *White man and black men finally sat down and talked. On May tenth an agreement was reached. White business and civic leaders committed themselves to improve conditions of the blacks. Now it would be necessary to have a new, fairer city government. **At conference again**
73. The agreement satisfied some of the Negroes' demands. They too had compromised.* **Mayor Boutwell**
74. *And he signed the agreement the white and black leaders had made. **Political poster**
75. *Elections are one way for people to resolve their differences. The old mayor had not been concerned with the wants of the blacks. **Women lining up for registration**
76. *The new mayor wanted to listen to the black man, to talk to him. **Filling out forms**
77. *Slowly the Negroes began to enjoy the prosperity of Birmingham. **Negro painters**
78. *They got jobs **White and black construction workers**
79. *and voted. **Marking ballot**
80. In September* 1963, twenty-four Negro children entered the white schools of Birmingham. **Children entering school**
81. *Negroes could use the restaurants and other facilities of downtown. **Integrated restaurant**
82. Leaders* of both groups had sat down and talked to each other and listened to each other. **Conference in progress**
83. *Many problems still remained. Some whites still wanted Negroes separate, but the first steps toward equality had been taken. **Integrated crowd**
84. *Many people of Birmingham realized that all the people of the city had to work together. **Children at play**
85. *What Keeps People Together? What Keeps People Apart?
86. **END**

The City and Government

An understanding of the political process involves much more than a study of the mechanics of government. It involves an awareness of the political system and of how the demands of the people are channeled through the system to become binding decisions. It involves an understanding of the different kinds of influence wielded by individuals and groups in and outside the government. It also involves an awareness that these decisions are interpreted by the members of the political system. How well the people agree with the decisions affects their support of elected officials, the structure of the government, and even their loyalty to the political system itself.

This filmstrip describes how the political process operates within a city, how issues are created, and how binding decisions finally result. Since the decision is left open-ended, the children can become involved in role-playing the decision makers.

Main Ideas

1. People in our country ask their government to fulfill certain wants by making binding decisions. Generally these wants are those that they feel could not be met as well by individual families, businesses, or volunteer efforts.
2. Through the political process, wants are expressed and government decisions made in the following manner:
 - a) Individual wants become political demands when one person or many persons who have the same wants demand government action.
 - b) The newspapers, radio stations, and TV stations carry news of their demands and stimulate discussion among the people.

c) The demands of various groups often lead to conflicts. There may be conflicts between ethnic groups, between different neighborhoods, or between the interests of a particular group or neighborhood and those of the city as a whole.

d) Once the government has decided to fulfill a demand, everyone is expected to obey the decision. This does not mean, however, that another group cannot demand that the decision be changed.

e) If people are not satisfied with the decisions made by their elected officials, they can vote for other officials at the next elections; try to get the form of the government changed so that it is more receptive to the desires of the people; or give up trying to get the government to respond to people's wants. In the last case, they will move away from the city or simply stop taking part in elections and other government affairs.

Review

1. For a more thorough understanding of the nature of the political process, the students should review the filmstrip and identify the frames that answer the following questions:

a) What kinds of demands are illustrated in the filmstrips? (Services—frames 6, 7, 8, 9, 12, 13, 14, 15, 16; laws that tell what people can and cannot do—frames 17, 18.) This is by no means a complete list. Ask children to list other kinds of demands that are not illustrated.

b) What decision caused Mr. Becker and his neighbors to become concerned? (Frame 32.) The children should understand that a request for a change in the zoning law to allow construction of the apartment is the same as a request for a new law; it would become a binding decision.

c) How did Mr. Becker find out about the request? The children should understand how important the communications media are in a free society. Citizens must be informed if they are going to take part in the decision-making process intelligently. This idea is further reinforced through frames 54, 55, and 56.

d) What did Mr. Becker do to oppose the request? (Frames 34, 35, 36.) The children should understand that demands have a much better chance of being considered if they are presented by groups rather than by an individual.

e) What group made the request for the change in zoning? How did it gain support for its position? (Frames 42, 43, 44, 45.) The children should understand that the chances of a group's gaining a favorable decision for a demand is increased if it can get support from other special-interest groups, illustrated by the Taxpayers' Association.

f) If you were a member of the zoning board, what decision would you make? The children should be sure to weigh all the arguments carefully. In some cases they may feel that even though the lines of the argument are carefully defined, they still do not have sufficient information to make an intelligent decision. If students react in this manner, the class should discuss what kinds of additional information would be helpful.

2. To help the children understand that other people in the city with special interests might hold differing views on the construction of the apartment building, students should discuss what they think would be the view of each of the following persons:

- a) Milkman (Probably favorable; it would mean more business.)
- b) Neighborhood school principal (Probably opposed; more children would be admitted to an already crowded school.)
- c) Traffic policeman (Probably opposed; building might mean more traffic congestion.)
- d) A homeowner in another neighborhood who pays high taxes on his property (Probably favorable; the building owners would pay high taxes, which might relieve the burden on the homeowner.)

The children should also understand that any of the people mentioned might hold a different view. The homeowner could be in favor of more parks, for example, even though his taxes are high. A policeman could favor constructing the building because more taxes might mean he would have a better chance to have his salary increased.

Students can follow this discussion by listing other persons they think might have special reasons for favoring or opposing such construction.

Follow-up Activities

1. To help the children see how various wants are met by different institutions, the following question-and-answer game can be played: Each child should be given four cards marked FAMILY, BUSINESS, VOLUNTEERS, and GOVERNMENT. The teacher should prepare questions beforehand and the children can take turns asking their classmates these questions.

The following are examples: If you want candy, where do you go? If you want better rules for your street, where do you go? If you want better schools, where do you go? If a baby needs care, where can it usually be found? If you need an automobile, where do you buy it?

As each question is asked, the children hold up the cards giving their answers. On some items, the class may disagree. Such disagreement can be used to show that sometimes there may be more than one suitable institution.

2. To gain an awareness of the role of special-interest groups in making demands on government, the children can ask their parents what organizations they belong to. The children may discover that their parents belong to PTAs, labor unions, veterans organizations, community councils, civil rights groups, professional associations, chambers of commerce, and so forth. All these groups demand various things of government. If possible, some of the children should find out what these groups have been asking the government to do recently and why. These children could then report to the class. The reports could be used as the basis for a classroom sociodrama in which the children act out the roles of various organizations to express the demands of their interest groups. The teacher should stress that such activity is a basic part of our representative democracy, that the right to organize and to express demands is guaranteed by our Constitution.

3. To give the children an understanding of how political issues develop, how various groups express their demands, and how government resolves conflicting demands, newspaper articles on some issue of local importance can be collected. If possible, more than one newspaper should be used so that the children can see that different newspapers may treat the same issue differently. This can be done as a long-term project, following the development of the controversy as it actually takes place; or the teacher can follow a particular issue from its beginning to its resolution by the local government, clipping the pertinent articles from the newspapers. The articles should show what various public groups are demanding and how they make their demands heard. Conflicts between groups should be discussed until the government makes some sort of decision on them. Suitable subjects for such a project could be the location of a new road or expressway, an urban renewal or clearance project, the location of a new school or park, a proposed change in real estate zoning. In discussing the issue and the groups involved, the children need not come to a conclusion about the relative merits of the arguments. The important thing is that they discover that the conflicting groups have valid reasons for their demands and that often there is merit in the arguments on both sides. It is also important that the children become aware of the role of newspapers and other communication media in telling the public about the issue and in shaping public opinion. Finally, the government decision and the public's reaction to it can be studied.

4. To discover how their city raises income to pay for the services it provides, students can interview a city official and report on the kinds of taxes and fees their city collects and the kinds of financial help it receives from the state and federal governments.

The City and Government

Advance to black frame immediately after "Focus."

Place needle on phonograph record or start cassette.

* * *

1. The City and Government* **Distorted view of city neighborhood**
2. *These guys want to have some fun on Saturday morning. **Boys on fence**
3. *It's not much of a problem for them to decide what they want to do. There are only two of them . . . **Boys on fence**
4. And* they like to do the same things. **Boy on fence**
5. But many people* in the city want to have a little fun on Saturday morning—and they don't all want the same thing. **People crossing street**
6. Some* want to spend their free time in parks. **Balloon vendor in park**
7. *Others want to go to libraries, . . . **Public library**
8. and others to* amusement parks. **Roller coaster**
9. Some enjoy* going to museums. **Partial view of Guggenheim Museum, New York City**
10. Who decides* how many parks there will be? whether the city will have a museum or not? how many libraries there will be? **City Hall, New York City**
11. To decide* these and many other questions, the people of cities long ago formed governments. **Front view, City Hall, New York City**
12. City* dwellers want more than parks and recreational facilities. People want their cities to be safe. **Smiling policeman**
13. They* want their cities to be clean. **Sanitation workers**
14. They need water* . . . **Children playing around fountain**
15. and good schools* and teachers. **Classroom**
16. And they want to be able to get* where they are going. **Public bus**
17. Besides* providing services, governments also make rules —rules to protect the people of the city . . . **NO DUMPING sign**
18. and rules* to make sure everyone gets a fair share of the services. **NO PARKING signs**
19. Cities* sell some of these services to their people. People who use public transportation must pay for it. **Boy paying for his ride**
20. It isn't* expensive. Enough money is collected to pay for most of the expense of transportation. **Boy and bus driver**
21. *Cities sell the water they supply. Meters are used to see how much water people use. **Close-up of water meter**
22. But people* don't have to pay when they need a policeman or a fireman. **Policeman, rear view**
23. They don't* have to pay when their street is cleaned. Where does the city government get the money to pay for these things? **Garbage collector at work**
24. Some* of it comes from the people of the city. People who own property must pay taxes to the city. The more valuable the property the more taxes they pay. **Valuable property on well-kept street**

* Audible signal

25. Cities* also get money from the federal and state government . . . **Close-up of highway sign**
26. for* such things as highways. **Entire highway sign**
27. Some cities* have taxes on the things you buy there. This type of tax is called a sales tax. **Woman buying clothing**
28. The people* of a city elect officials to run their cities. Some cities have a mayor. **City officials having discussion on steps of building**
29. Other cities* have a group of leaders. These officials have a responsibility to decide what the people of the city want and how to get it for them. **Close-up of city officials**
30. If a city* had enough money to provide everything its people wanted, this job might be easy. But no city has enough money for everything and people have different views as to what is most important. **City council meeting**
31. *Let's take a look at a problem that all cities have: how to use the land of the city. **Boys on fence**
32. *Danny's father read in the newspaper that a company wanted to build an apartment building on this vacant land. **Vacant lot**
33. Danny's* mother and father and many other parents had wanted the city to build a park on that land. **Children and mothers near vacant lot**
34. Danny's* father spoke to his neighbors about what he had read in the newspaper. **Four men talking**
35. And* they spoke to their neighbors! **Two women talking**
36. Some* of them decided to go to the Zoning Board that Tuesday evening to say what they thought should be done with the lot. The Zoning Board is a group of men and women who have been appointed by the mayor to decide how land should be used. **Men and women discussing the lot**
37. Most* cities have some land to be used only for factories, . . . **Industrial area**
38. land* to be used only for businesses, . . . **Neighborhood shops**
39. land* only for houses like those in Danny's neighborhood, . . . **Row of houses**
40. land* which can be used for houses and apartment buildings but not large businesses or factories, . . . **City neighborhood**
41. *and land set aside for parks. **Park scene**
42. A man* from a construction company told the Zoning Board many people were moving into the city. They needed new apartments in which to live. **Station wagon**
43. *There was no land to build apartment buildings in the center of the city. **Distorted view of city**
44. The president* of the taxpayers association said that the owners of the apartment building would pay taxes to the city. **Apartment building complex**
45. Now Danny's father* spoke: "An apartment building shouldn't be built on the vacant land. The families moving in will have cars. That will cause a parking problem in our neighborhood. **Close-up of apartment building**
46. The more* cars that there are, the more dangerous the streets will be for children. **Parked cars**
47. We want* a park on that land . . . **Boys playing in street**
48. with a swimming pool and some tennis* courts. The nearest park is two miles away. **Tennis courts**
49. *Families moving in would have children, . . . **Children in park**
50. and the school* in our neighborhood is already crowded." **Classroom scene**
51. The man* from the taxpayer's association spoke again: "If a park is built there, . . . **Park district employee**
52. the* city will have to care for it and pay for its upkeep. **Park district employee, closer**
53. The* city won't be able to collect taxes on that land, either." **Park district employee, close-up**
54. The people* of the neighborhood had spoken. They had told the city government what they wanted. Now it was up to the Zoning Board to decide. **People on steps of government building**
55. Other people* would read about the meeting in the newspaper the next day. **Man reading newspaper**
56. Some* of the people would let the mayor and the Zoning Board know how they felt. Remember that the city government has to consider everyone in the city. **Older man reading newspaper**
57. If* a park was built in Danny's neighborhood, all the people in the city would be paying for it. **Older woman reading newspaper**
58. If an* apartment house was built, the city would get more money in taxes. Yet a city needs parks. **Two-sided frames of high-rise apartment and balloon vendor**
59. How should* the land be used? If you were a member of the Zoning Board, what would you do? **Distorted view of city neighborhood**
60. The City and Government.
61. END

Why Must Cities Plan?

Scientific and technological progress have created great changes in our cities. Although many of these changes have brought certain benefits, they have also brought problems. Some of these problems are physical, such as traffic congestion on antiquated streets. Some are social, such as those problems brought about by the migration of millions of people from rural areas to large metropolitan centers.

The role of the city planner is to anticipate change and to create plans that will minimize or prevent problems. This filmstrip describes his role and shows how a planner must work with a number of groups to make the city a better place for all of its residents.

Main Ideas

1. Cities are complicated and delicate structures that require coordination and planning in order to function properly.
2. Some of the basic elements that must be considered in planning are—
 - a) *Physical*: location; topography; amount of land; buildings; layout of streets; transportation facilities; location of public services; and so forth.
 - b) *Economic*: the nature of the city's resources and how these can best be utilized; the size of the market for the goods and services the city produces.
 - c) *Social*: the needs of the city's people; employment; income; education; health; allowance for economic and cultural diversity.
3. The planner's most important task is to coordinate the city's various systems—for example, transportation, sewage, communications, the schools, and housing. As people change, so do their needs. Planners must adjust the systems to meet changing needs.
4. The function of the master plan itself is to set goals and serve as a guide for action by government, business, and private individuals.
5. Planning requires specialists who have an understanding of the physical, economic, and social elements that make up the city, and who know how to alter these elements to meet changes in technology and in the tastes and income of the people.

Follow-up Activities

To bring out how planners must think about different neighborhoods and their needs and the overall plan, the class can be divided into four committees to consider the following problems:

- a) How to plan a safe and pleasant city neighborhood for families with children. This committee can consider such questions as zoning requirements, recreation areas, schools, and the link of the neighborhood with the rest of the city to enable the adults to get to their jobs and shopping.
- b) How to plan a downtown shopping area. This committee must consider such questions as good transportation from outlying sections, parking space, areas for loading and unloading goods, space for sidewalks, good design and pleasant atmosphere, areas for rest and recreation, and facilities for related activities—theaters, restaurants, hotels, and banks.
- c) How to plan a suburban neighborhood. This committee should concern itself with transportation to the city, zoning requirements, provision for open land, allowance for growth, schools, and potential for more business to provide additional tax money to use for the community.
- d) How to plan a city transportation system. Here some of the committee's concerns will be through streets, residential streets, expressways, mass transit in different forms for short and long hauls, truck routes, and sidewalks or other walkways.

When the committees present their reports to the class, the need for planning and coordination should become clear to the children.

Why Must Cities Plan?

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. * Why Must Cities Plan?
2. * Our city used to be pleasant and prosperous. **Official building with domed building in back**
3. * Over the years much of the city changed. **Building and close-up of tower**
4. * The city had not prepared for the changes. **Well-kept house and run-down house**
5. * Something had to be done. **Poor, run-down area of city**
6. * That's why the city government hired me. I'm a city planner. I specialize in studying the problems that cities face. **Planner on phone**
7. * My job has been to make a master plan which shows how the city can overcome some of the problems it faces. This job has taken almost a year. **Planner, co-worker, and map**
8. * It's very complicated, because the city has many systems. When one of the systems of a city changes, the change affects other systems. **Planner pointing out change**
9. * For example, if a city's factory system changes, this affects the housing system, the system of stores and business, the system of government, and the educational system. **Machinery**
10. * This is what happened in our city. **Abandoned factory**
11. * This is a map of the city. The dotted black line shows the city limits. The blue line shows the river running through town. **Map**
12. * The purple areas show where the factories are. As you can see, many of the factories are by the river. **Map**
13. * **River and factories**
14. * Years ago the factories of the city were famous for the cloth they produced—wool, cotton, and silk. **Textile factory**
15. * When new cloths like nylon and rayon were invented and new machines made, . . . **Modern textile factory**
16. * many companies left the city because the old factories were not suitable for modern machines. **Abandoned machinery**
17. * Many of the old factories are empty now. **Abandoned building through fence**
18. * The factories* are not worth as much. **Abandoned factory on river**
19. * The* owners pay less taxes to the city. This hurts our system of government. **Poor, run-down buildings**
20. * Some of the old factories are now shared by many small businesses. **FOR RENT signs**
21. * **More signs**
22. * These businesses use only small machines like sewing machines. **Garment factory**
23. * Running a sewing machine requires less skill than running a machine that makes cloth. **Workers at sewing machines**
24. * These jobs do not pay as well. **Sewer, close-up**
25. * The city needs modern factories. **Planner**
26. * I suggest that the city make room for them by filling in the swamp on the east side of town. **Swamp**
27. * The arrow points to the swamp. The white area stands for unused land. As you can see, this is the only section of unused land in the city. **Map**
28. * An industrial park could be built there. Companies would build large modern factories. These companies would pay taxes which the city needs. **Drawing of industrial park**
29. * I have found that the city does not have enough well-paying jobs. These factories would supply those jobs. **Planner and two unemployed men**
30. * The lack of modern factories has caused problems with the other systems of the city. The city is collecting less tax money from business. **Abandoned factories, aerial view**
31. * This hurts our system of government. It depends on tax money to provide services such as fire protection, . . . **Fire-alarm box**
32. * garbage collection, . . . **Garbage cans**
33. * and road repairs. **Streets in need of repair**
34. * Most important, the lack of taxes has weakened our school system. **Abandoned school bus with broken window**
35. * Our schools are crowded . . . **School playground**
36. * and run-down. **Broken school windows, pumpkin faces**
37. * The people of the city are not getting the type of services they need. **HOUSE FOR SALE sign**
38. * Many who can afford to are moving to other cities. **Close-up of sign**
39. * The city must provide the services its people need. **Planner and grocer**
40. * An important part of the master plan is building an educational park with recreational facilities, a high school, and an elementary school. It would look like this. **Drawing of educational park**

* Audible signal

41. *Our housing system presents a serious problem. **Dilapidated house**
42. *The brown area shows the downtown business center. **Map**
43. *The orange area shows the neighborhoods of houses near the downtown section. **Map**
44. *This is the most run-down section of the city. **Broken-down house**
45. *Years ago workers earned enough to buy homes in what were pleasant neighborhoods. **View of poor neighborhood**
46. *But as the factory system changed; . . . **Dilapidated house**
47. *the housing system changed. **Garbage cans on front sidewalk**
48. * **FOR RENT sign, old buildings broken up into apartments**
49. Now* many families can't afford to buy a home. They rent parts of homes. **Group on front porch**
50. * **Wrecked, broken mailboxes**
51. *These neighborhoods have become crowded. **Laundry on lines**
52. *Many more families now use the space and services in these neighborhoods. **Men at work on building**
53. *Some owners do try to keep the buildings in repair. **Poor staircases**
54. *Most landlords don't. **Slum building**
55. * **Stairs that need repair**
56. * **Shingles that need paint**
57. * **FOR SALE sign on poor building**
58. *I suggest that part of this neighborhood be torn down completely **Planner pointing**
59. *and apartment buildings be built. **Drawing of apartment complex**
60. *Then there would be room for all the neighborhood families and more room for playgrounds and recreation areas. **Boys playing basketball**
61. *There are now few pleasant places to play. **City vacant lot**
62. * **Slum children in doorway**
63. * **Close-up of boy**
64. We also* studied the system of stores and business. I wanted to know where people shopped and why. **Sheet with banner announcing shopping center**
65. *We found that many people shop outside of town. **Modern shopping mall**
66. *Many downtown stores are going out of business. **GOING OUT OF BUSINESS sign**
67. *This is mainly because of our transportation system. **FOR RENT sign**
68. *Because of the traffic, it is easier to shop outside of town. **Congested city street**
69. *If the city builds a shopping mall and a parking building, it would be pleasant and convenient to shop downtown. This would encourage store owners to remodel their stores. **Drawing of shopping mall**
70. *The new shopping mall will not be effective unless the system of roads is improved. **Cars advancing on highway**
71. *The black lines show the main roads of the city. **Map**
72. *The red line shows the interstate highway going by the city. **Map**
73. * **Highway**
74. *The broken red line on this map shows the expressway that the city needs. It would form a loop from the interstate highway . . . **Map**
75. *to the industrial park . . . **Map**
76. *to the downtown area . . . **Map**
77. *and back to the highway. **Map**
78. *This would speed traffic to and from the industrial park and the downtown business sections. **Drawing of area**
79. *The master plan will affect everyone in the city. **Planner**
80. *Before we can start these improvements, the people must approve them. **Government building and planner**
81. Why Must Cities Plan?* **Acknowledgments**
82. **END**

Keeping Cities up to Date

32

Renewing our cities is a never-ending task. In many cities, changes in technology coupled with years of neglect have caused immense problems. Solving them takes the cooperative efforts of individuals, businesses, and local, state, and federal governments. This filmstrip illustrates how a typical renewal program is undertaken. It emphasizes the time, effort, money, cooperation, and compromise needed to deal with such a complex problem.

Main Ideas

1. Today cities are going through many important changes:
 - a) Old neighborhoods are being cleared away so that new ones can be built.
 - b) Old buildings and neighborhoods are being rehabilitated.
 - c) Land-use patterns are being changed to meet the transportation, recreational, educational, and other needs of the community.
2. These changes are occurring with the help of the savings of individuals and business groups, and with the aid of city, state, and federal governments.
3. Meeting the problems of keeping cities up to date requires careful planning.
4. Such planning must take into consideration the special interests of many individuals and groups, and involves making compromises to negotiate conflicting interests whenever possible.

Follow-up Activities

1. To discover how the city's land use has changed to meet the needs of the people, the children can investigate some of the important changes that have taken place in their own city. Observation will help them discover such things as the removal of old streetcar rails since automobiles and buses have replaced streetcars. From old photographs, the children can see how certain neighborhoods looked before freeways were built. They can discover how crowded old neighborhoods have been torn down to make room for new buildings, playgrounds, and parking. They may observe vacant storefronts affected by changes in merchandising. These places were once occupied by busy neighborhood stores. Many of the stores, however, could not keep up with competition created by shopping centers.

In the center of the city the children may find shabby hotels that could not compete with new motor hotels. Investigation may lead to the discovery that old hotels had to be torn down to meet the demands of travelers.

The children may discover that land has been changed both on and below the surface to build parking lots. They may find that land has been cleared to replace old buildings with new public buildings such as theaters, concert halls, and government buildings.

The class can illustrate their findings with a display entitled "Keeping Our City up to Date."

2. To help the children discover that there is often disagreement about the uses to which cleared land should be put, the following dramatization can be enacted: One committee represents a group that wants to build a hotel on a recently cleared piece of land in the city. A second committee represents a citizens group that wants the land used as a park. If possible, the teacher should help the children plan their arguments, concentrating on an area that is close to their experiences. Both committees prepare their cases and present them to the rest of the class, which acts as the redevelopment commission. The commission votes on which group should have its way. Discussion afterward should bring out the fact that conflicts often arise over whether land should be put to private or public use.

3. To help the children understand the necessity for compromise between special-interest groups, a committee can enact a sociodrama before the rest of the class based upon the controversies presented in the filmstrip and how the controversies were resolved. As an alternative, the committee can investigate a local renewal project and base its sociodrama on how the local department of redevelopment has attempted to resolve problems created by conflicting interests.

Keeping Cities up to Date

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. * Keeping Cities up to Date
2. The city* planner had made a master plan for our city. **Planner pointing to map**
3. He told* us how to make our city pleasant and prosperous again. **Depressing city scene**
4. *The mayor liked the plan, but . . . **Planner with mayor**
5. *the city had to raise a lot of money to start work on the improvements. **Mayor**
6. The* federal government would help the city pay for some of the improvements. **Door—Model Cities, Washington, D.C.**
7. *The people of the city had to give the mayor . . . **City Hall**
8. the power* to raise the rest of the money. **Man and nuns**
9. They could* show how they felt by voting. **Voting signs**
10. *The mayor tried to convince the people to vote yes. **Voting sign**
11. *People wrote letters to newspapers telling what they thought of the plan. **People reading newspapers**
12. *Some thought the plan was just what the city needed. **Smiling man**
13. Other* people and groups objected. **Smiling man and sober-faced man**
14. *This shopkeeper said, "I pay more taxes than I can afford now! This master plan's gonna cost this town a pile of money!" **Sober-faced man**
15. * "Our taxes *are* high," the mayor explained to newsmen. "One of the good things about the plan is that it will *lower* taxes." **Mayor at desk**
16. *The mayor said, "The main reason our taxes are so high is that there are few big businesses left. In the old days they paid a large share of the taxes. **Old factory on river**
17. *Many of the old factories are empty because . . . **Sign: SPACE FOR RENT**
18. *they are not big enough for modern companies that need larger machines. Only businesses that use small machines can still use the old factories. **Smaller machinery in old factory**
19. *There's no place to build new factories. We'll use some of the money we hope to raise to fill in the swamp. Then there'll be plenty of space for the new factories. **Swamp**
20. *As you can see, the swamp is the *only* empty space within the city limits. **Map**
21. *The industrial park will attract businesses. They will pay taxes. This will increase the city's tax income." **Drawing of industrial park**
22. *The mayor's answer made sense to a lot of people. **Mayor on phone**
23. *But not the nature society. **Pretty scene in swamp**
24. Their president* said, "Don't you know that the swamp is the same today . . . **Wild flowers, close-up**
25. *as it was hundreds of years ago. **Green plants sprouting from water**
26. *The swamp is one of the few places in the state where there are still wild animals." **Swamp scene**
27. * **Snake on branch, close-up**
28. *The mayor and the planner agreed to change the master plan. Part of the swamp would be left just as it was. The city would have a smaller industrial park, but it would still keep the natural swamp. **Mayor, planner, another man**
29. *The master plan also attacked the housing problem. **Clothing on lines across tenements**
30. *The crowded buildings in this neighborhood **Broken mailboxes**
31. *would be torn down. **Garbage cans**
32. *New apartment buildings would provide people with homes and still leave room for parks and recreation. **Drawing of apartment-building complex**
33. *The president of the historical society was outraged: . . . **Old house**
34. * "Do you realize that buildings over a hundred years old will be torn down? We can't forget about our city's history. I urge you to vote against the plan." **Historically important building**

* Audible signal

35. *Small business owners also objected to the plan. **Man at espresso coffee maker**
36. *This business owner said, "If the plan passes, they'll tear down this restaurant and the whole block. We just spent over \$3000 fixing up our restaurant." **Restaurant owner pointing**
37. *This business owner said, "My father grew up in this neighborhood. We have customers who've been coming here for forty years. Now the city wants to tear it down." **Planner and business owner**
38. *This landlord said, "The mayor calls this neighborhood a slum. Sure, there are some buildings that need fixin' up. If the city could just help me get a loan, I'd do it. But you don't have to tear down the whole neighborhood." **Landlord working at improvement**
39. *This landlord said, "The city's torn down buildings before, . . . **Men at work painting**
40. * **Wrecked buildings**
41. *but all we end up with is another empty lot." **Empty lot**
42. *So many people objected to this part of the plan . . . **Mayor**
43. *that the mayor and planner decided to change it, too! **Planner and mayor**
44. *The mayor said, "After we build the industrial park, we'll tear down some of the old factories. **Old factory on river**
45. *That's where we'll build the new apartment buildings. **Old factory, drawing of apartment buildings**
46. *We won't tear down the old neighborhoods. Instead, I'll try to get the federal and state governments to help the city help the owners fix them up." **Old neighborhood**
47. *Another part of the plan was to improve the downtown business center. **Downtown scene**
48. *The mayor explained, "This shopping mall and the new parking building will make it pleasant and convenient for people to shop there instead of shopping outside of town." **Drawing of shopping mall**
49. *Store owners wanted the new shopping mall and parking building. Shoppers would come downtown instead of going out of town. The store owners in town would make more money. **Shopping center**
50. *New schools were another part of the plan. Everyone agreed that they were important. **Drawing of educational park**
51. *Most people also wanted the new highway loop built. **Downtown street**
52. *It's shown on this map by the broken red line. It would make life easier for the townspeople. The loop would speed traffic downtown . . . **Map**
53. *and to the industrial park. **Map**
54. *But the people in the West Side neighborhood were worried. **Boy on bicycle**
55. *This parent said, "There are many young children in our neighborhood. We're worried about all that traffic." **Children at play and sign**
56. *The mayor and the planner decided to move the highway closer to the river. A fence would be built to keep children away from the road. Now, the west-siders were satisfied. **Mayor and planner**
57. *The mayor and the planner had changed the master plan in many ways. They wanted as many people as possible to be happy with it. But it would never please everybody. **Planner pointing at map**
58. *At last the big day came. Would enough people vote yes? Would they give the mayor the power to raise money? **Voting machine, close-up**
59. *Yes! **Smiling mayor**
60. *Over the next few years part of the swamp was filled in and the industrial park was built. **Building under construction**
61. *Companies built factories here. **Small factory**
62. *They provided jobs and paid taxes. **Automobile factory**
63. The highway* loop is under construction. **Highway construction**
64. *The parking building is already built. **Parking lot in downtown area**
65. *With the help of the federal and state governments, some neighborhoods have been fixed up. **City residential neighborhood**
66. *It will still take years to make all the improvements in the master plan. **Mayor**
67. *But already the planner must look to the future. He must plan for new changes in the systems of the city. **Planner**
68. *Keeping Cities up to Date **Acknowledgments**
69. **END**

The City and Transportation

Cities, as we know them, could not exist without modern forms of transportation. Tremendous quantities of goods and raw materials flow in and out of cities each day. In major metropolitan centers, millions of workers commute many miles daily. Thanks to modern transportation systems, urbanites have a greater choice of jobs and of goods and services than ever before.

Yet the increasing use of automobiles and trucks has brought many problems to cities. Traffic congestion and safety, parking problems, and neighborhood dislocations caused by expressway construction are just a few. This filmstrip emphasizes how one city, Chicago, has tried to cope with these problems, and why it becomes more and more evident that cities must develop a balance between private and public forms of urban transportation.

Main Ideas

1. Transportation is a service that aids the movement of people and goods from one place to another.
2. Advances in technology, especially those involving the discovery and effective control of new energy sources, have made tremendous changes in transportation. Historically, horse- and ox-drawn carts were replaced by hansom cabs and horse trolleys, and these in turn have been replaced by electric streetcars, elevateds and subways, commuter trains, taxis, and buses.
3. The continued outward growth of the city and the increasing use of private automobiles have brought about one of the city's most pressing problems—the inadequacy of existing roadways and resulting traffic congestion, with the consequent loss of time and money.

4. City planners have tried to keep pace with increasing demands for roads, highways, and parking facilities. Many have come to realize that such construction entails the sacrifice of land that might otherwise be used for homes, factories, stores, and recreational facilities, and of loss of funds that might be directed to other purposes.

5. Transportation specialists have come to see that a balance between public and private transportation is an important step in relieving the congestion of modern cities.

Follow-up Activities

1. The children may wish to conduct a survey to find out how many of their parents use private transportation to get to work. They might include questions designed to determine some of the reasons why people do not utilize public transportation. The parents who drive could be asked to mark in order of importance any of the following that would induce them to switch to public transportation: faster service; lower fares; more comfortable appointments; air conditioning; more convenient schedules; less crowding during rush hours.
2. To make the children aware of the tremendous fluctuation in demand for city transportation, a representative of the local transit system can be invited to discuss his company's schedules. He should discuss the importance of the morning and evening rush hours, and how they affect the amount of equipment the company must maintain and the number of employees it must have. Even though much of the company's equipment is used only during the rush hours, it costs just as much to buy and almost as much to maintain as that equipment used all day long. Afterward the class can prepare a picture graph of the effect of rush hours on the amount of equipment needed. Taking two-hour periods beginning early in the morning, the class can use cutouts of buses to represent the number of vehicles in service during each period. As an example, the class could use a large city where five hundred buses are in service during the morning rush hour and only one hundred late in the evening. The period between seven and nine in the morning could have five bus cutouts, the later period one bus cutout.

3. To become aware that almost every city has a transportation problem of some kind, the students can study a traffic map of their own city or town to discover actual or potential sources of trouble. Where is the traffic heaviest? Where do the most accidents occur? The children might interview their parents, or they might ask a traffic policeman to visit the class and discuss the city's traffic problems and police efforts to solve them. Using the information gathered and a street map, they might try to solve these problems by rerouting traffic, making certain streets one-way, constructing new roads, and so forth.

4. To help the children understand the many interests that specialists consider when planning transportation systems, a student symposium can be formed. Different children can represent the attitudes and points of view of various city residents. Each child should give some thought to the merits of the point of view he and others represent so that there will be a lively discussion.

The City and Transportation

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. * The City and Transportation
2. * Before* cars were invented, there were few paved roads, even in cities. **Stagecoach**
3. * Some city streets were paved with cobblestones, bricks, or wood. **Trolley on cobblestone street**
4. * People traveled in horse-drawn trolleys . . . **Horses pulling trolley**
5. * or carriages. **Horse-drawn carriage**
6. * Goods were carried in horse-drawn wagons . . . **Busy downtown area in 1890s**
7. * or vans. **Horse-drawn furniture van**
8. * People traveled between cities by train. **People boarding at station**
9. * There were many more passenger trains in those days than there are today. **Train yard**
10. * Almost everyone had a bicycle then. **Cyclists on busy street**
11. * There was a wide variety of bicycles . . . **High-wheeler bike**
12. to choose from. * **Cyclists in tandem**
13. If no* other means of transportation were available, people walked. **Policeman escorting lady with baby buggy**
14. * In 1893 two brothers, Frank and Charles Duryea, built an automobile. **The Duryea one-cylinder car**
15. * By the turn of the century many automobiles had been built. But these cars were expensive, and only the rich could afford them. **One of the first automobiles**
16. * But everyone wanted one. **People waving from back of car.**
17. * Henry Ford found ways of manufacturing cars so they could be sold at low prices. **Henry Ford**
18. * That meant millions of Americans could have automobiles. **One of the first Fords**
19. * People were driving everywhere. **Car on unpaved road**
20. * But driving had its ups . . . **Car being driven up stairs**
21. * and downs. **Car caught in the mud**
22. * Roads were jammed with automobiles. **Heavy traffic**
23. * Streets were not as safe as they used to be. **Dead horse**
24. * But the automobile had become an important part of American life. A great many new businesses began — . . . **Gas station**
25. gas stations,* . . . **Another gas station**
26. automobile supply stores,* **Road-grading machines**
27. road-building companies,* and road-maintenance companies. **Horse-drawn roller**
28. * Many people still traveled by trains and trolleys **People and trolleys**
29. * but more and more people began driving into cities to their jobs. Cars and trucks clogged city streets. **Traffic jam; overhead view**

* Audible signal

30. *People in Chicago and other large cities became worried about the large number of cars on the streets. **Heavy traffic, front view**
31. *The Chicago city government realized that they must start planning. **Rubbish-strewn street**
32. *More streets were paved to take care of the cars. **Paving street**
33. *But each year, more cars were made. **Assembly line**
34. *By 1935 more than a half million automobiles moved through the streets of Chicago each day. **Traffic jam, overhead view**
35. *Road engineers and city planners designed new, wider highways that would aid travel to and from the city. **Engineers discussing blueprint**
36. *A new highway—the Lake Shore Drive—was built in 1935. **Steam shovels at work**
37. *People marveled at its width and beauty. It has been a model for other expressways in other cities. **Smiling couple inside car**
38. *The yellow area on this map shows Chicago. The blue area is Lake Michigan. The orange area shows the downtown section of Chicago. **Map of metropolitan area**
39. *The red line shows Lake Shore Drive. As you can see, it goes to the downtown section. **Lake Shore Drive**
40. *Lake Shore Drive is still an important part of Chicago's traffic system. Driving to downtown Chicago was made easier, but engineers and planners had to provide parking for the increased number of cars coming into the city each day. **Lake Shore Drive**
41. *Grant Park, one of the largest parking areas in the world, was built near the business district of Chicago. It's easy to reach from the Lake Shore Drive. **Aerial view, Grant Park**
42. *Underneath this lot is another parking area. In the underground garage thousands more cars can be parked. **Underground, Grant Park**
43. *Chicago is one of the trucking centers of the United States. **Aerial view, trucks**
44. *Each day thousands of trucks come here bringing goods and raw materials . . . **Men loading trucks**
45. *And taking products from the factories of Chicago to other cities. **Unloading trucks**
46. *More expressways were needed. "Something must be done!" said Chicago's chief traffic engineer. "Trucks take hours to get to the heart of the city. **Trucks clogging city street**
47. *We'll need millions of dollars and a lot of time to build a traffic system that can handle all the trucks and cars. **Crowded street**
48. *The biggest problem is connecting the west side of the city with the central business area. Let's start there!" **Map**
49. *The Eisenhower Expressway was built. Automobiles and trucks from the west could get into the city more quickly. **Map, Eisenhower Expressway**
50. Not only do cars* use the Eisenhower Expressway, but trains run in the middle of the superhighway. **Aerial view**
51. *"The new O'Hare International Airport will be built soon . . . eighteen miles from the heart of the city," the chief traffic engineer said. **Map**
52. "It's* necessary to have good transportation to the northwest and O'Hare." **Map, with red spot of O'Hare**
53. *The Kennedy Expressway was built. **Map, Kennedy Expressway**
54. *O'Hare International Airport is the nation's busiest airport. **O'Hare Field**
55. *People and goods come to Chicago by plane from all parts of this country and from other countries. **Unloading air freight**
56. *Other expressways were built. Today Chicago has nearly 300 miles of expressways. Superhighways speed travel to the central business area from all directions. **Map of other expressways**
57. *These roads help make Chicago an excellent manufacturing city. Trucks can get into and out of the city quickly. **Expressway traffic**
58. *Expressways have cut down on automobile accident deaths. Over the past thirty years the number of deaths has been cut by more than half . . . even though there are thousands more cars in Chicago today. **Smashed car**
59. *Planning traffic systems never ends. The Chicago traffic engineers are always looking years ahead, planning for the traffic problems of the future. **Aerial view of converging traffic**
60. *Building superhighways is not the complete answer to a city's transportation problems. **City street with trucks**
61. *No matter how many superhighways there are, they can become clogged at rush hours if no other ways of traveling are provided. **Rush-hour traffic**
62. *One of the problems with building these wide highways* . . . **Sign**
63. *is that they use up land that might have been used for homes, for businesses, for parks. **Road construction**
64. *One out of every three people working in the Chicago business district drives his car to work. This creates a traffic problem. **Traffic**
65. Some people* get to work on the bus. **Bus**
66. And some* come by the rapid-transit system. **Elevated train**
67. *Trains bring people from suburbs. Many find this easier than driving. **Commuter train**
68. *Every large city must have all kinds of transportation. Chicago needs more subways and better buses as well as more parking lots to take care of all the people who live and work there. **Bus and subway stop**
69. Planning* for the city's transportation never ends. **Helicopter surveys traffic**
70. The* City and Transportation **Acknowledgments**
71. END

The City, Water, and Air

Man lives in a delicate balance with the rest of nature. For thousands of years he has attempted to increase his efficiency in the use of nature's resources to provide more and better goods and services. With the coming of the Industrial Revolution, man's accomplishments began to exceed his wildest dreams.

In recent years, however, we have learned that man's use of nature's gifts can have dire consequences. Man can upset the balance of nature to such a degree that his two most important resources, water and air, are being changed to the point where they endanger his survival. Water and air pollution have become major concerns of nearly every metropolitan center in the United States.

This filmstrip presents an analytical examination of these two important problems. It also presents a step-by-step framework that can be used to examine any social problem. It is suggested that the students become familiar with this framework and utilize it in examining other problems they study in their social studies courses.

Main Ideas

1. Air and water are essential to life. In addition to the water needed for drinking, great quantities of *clean* water are needed for both households and industries.
2. Although water is plentiful in nature, it is not evenly distributed. There is not enough of it everywhere that it is needed and the water is often in a form that cannot be readily used because it is polluted or salty.
3. Water cannot be obtained and delivered free. Cities must plan carefully, spend great sums of money, and work hard to obtain, purify, and distribute the clean water they need.
4. The supply of clean water is threatened by wastes from households, industries, and farms. Cities, states, and the United States are working together to control water pollution.
5. Cities must pay for failing to control pollution in terms of –
 - a) Increased expense in obtaining and purifying water.
 - b) Loss of plants, fish, and wildlife.
 - c) Loss of recreation areas and scenic beauty.
 - d) Danger to health.
6. Cities are also suffering from pollution of the air. The pollution consists of dust, oil particles, and poisonous gases poured into the air by automobile exhausts, factory, refinery, and power plant chimneys and the furnaces of homes and apartment buildings.
7. Man may suffer dire consequences if he cannot solve the problems of water and air pollution.

Review

To discover how problems can be examined and solutions sought in an analytical manner, students should reexamine the portion of the filmstrip dealing with air pollution and relate the information provided to the analytical framework below.

STEP 1 Evidence of the problem. The students should identify those frames which show the symptoms of air pollution—smoke, smog, exhaust from autos, buses, and airplanes.

STEP 2 Statement of the problem. They should be encouraged to define the problem in its broadest terms and in the form of a question such as “How can we provide clean air for all of the people who live and work in the city?”

STEP 3 Aspects of the problem. They should list the various reasons for worry about air pollution that are illustrated in the filmstrip—health problems; esthetic problems because smog produces a dreary environment; weather problems because pollution warms the atmosphere. Students may think of other aspects that are not specifically mentioned, such as increased costs for cleaning clothes and the fact that people are moving away from the city to avoid polluted air.

STEP 4 Scope of the problem. The students should identify those frames which show data being gathered to determine how big the problem is.

STEP 5 Causes of the problem. They should list the causes that are illustrated in the filmstrip—exhaust from cars, buses, airplanes; smoke from factories, houses, offices; burning trash and leaves.

STEP 6 Solutions to the problem. The solving of complex social problems operates on three levels. The students should determine what individuals can do (stop burning trash and leaves; keep their auto exhaust systems in good repair). What can groups such as businesses do? (Auto producers can develop autos that control exhaust fumes and pollute the air less; owners of factories and office buildings can place filters on their furnaces.) What can governments do? (Governments can pass laws that set limits on the amounts of pollution allowed from chimneys and automobiles; they can carry out inspection; they can monitor the air to see if stricter laws are needed.)

After following the step-by-step analysis with reference to air pollution, students may wish to apply the same technique to the study of water pollution. Others may wish to apply it to the problem of air pollution in their own city or to some other social problem.

Follow-Up Activities

1. To introduce the children to the way their own city gets its water, the teacher can take the class on a field trip to a local filtration plant or waterworks. The class can investigate the source of the water, how it is brought into the city, how it is made fit to drink, how it is pumped to individual factories and homes, and what it costs. If a field trip is impractical, the class can invite an official from the local water department or company to come to the class and answer inquiries along the same lines.

2. To learn how their own city gets rid of its wastes, the class can make a field trip to a sewage or garbage disposal plant. If such a trip is not practical, a local official can be invited to explain the workings of the plant. He should also discuss the need for such plants and their cost to the city and its taxpayers.

3. To get an understanding of some of the different ways cities and states can control air and water pollution, the children can discuss the following methods:

- a) Laws can be passed against certain practices that pollute the air or water. Example: Many cities have laws against burning leaves or trash in the open.

b) Laws can be passed requiring that certain devices be used to control or lessen pollution. Example: California requires that special devices be installed on cars to cut down pollution from automobile exhausts.

c) The city can charge fines, depending on the amount of pollution caused by a factory or home. In this way something that may cost more to use but cause less pollution may be used by the persons involved. Example: Because it is cheap, a homeowner uses a poor quality of coal or oil to heat his house. If he is charged a fine for polluting the air, he may lose more money than he would save by buying the cheap fuel. It then becomes cheaper for him to use more expensive fuel that does not cause as much pollution.

Fines or fees levied for polluting the air or water often force factories and other businesses to think about new ways of treating wastes. Frequently they find that they can make money from the new methods. Example: Wastes can often be treated and converted to fertilizer that can be sold for a profit.

4. To learn what their city is doing to prevent air pollution, the class can find out if there are any local laws against air pollution (most cities now have them) and how they are enforced. Many cities have pamphlets explaining the laws. These would be suitable for classroom use. Again, an official from the local agency responsible for enforcing the antipollution laws could be invited to explain his work. If the city has mobile detection and enforcement units, the class could ask that one visit the school and that the operator explain its function.

The City, Water, and Air

*Advance to black frame immediately after "Focus."
Place needle on phonograph record or start cassette.*

* * *

1. *The City, Water, and Air
2. Water* is needed by all living things. **Splashing water**
3. Plants* need water. These plants get plenty of water naturally. **Forest**
4. Some* farmers often supply water for their crops. **Irrigated field**
5. Animals* need water. **Moose**
6. Men in cities*, as men everywhere, need water. **Fountain**
7. Water* to drink. **Boy drinking from fountain**
8. Water* to . . . **Washing machine**
9. wash with. * **Washing machine**
10. Water* with which to clean. **Man washing car**
11. Water* to fight fires. **Fire-fighting scene**
12. Water to keep us cool. * **Girl splashing in fountain**
13. * **Baby and fountain**
14. Water* to keep us warm. **Steam vent**
15. Water* to run machines. **Mining scene**
16. And water* to enjoy. **Man rowing boat**
17. * **Swans and people**
18. * **Fountain**
19. * **Woman and fountain**
20. And after* men have used water, they let it carry away dirt and waste. **Gutter**
21. The many* factories built near cities need water in vast amounts . . . **Factory, aerial view**
22. to clean,* . . . **Cleaning machines**
23. to dilute* chemicals, . . . **Adding liquid**
24. and to carry away* waste materials. **Spillway**
25. There is plenty of water* on the earth. More than two-thirds of the earth is covered with water. Of course, most of this is salt water and cannot be used to drink, or to clean. **River with city in background**

26. But until* recently it still seemed as though there was an endless supply of fresh water. **Stream in mountain valley**
27. * **Raindrops on grass**
28. * **Leaves, close-up**
29. * **Stream, close-up**
30. * **Boiled water**
31. * **Rapids**
32. Some* cities have rivers and lakes near them. **River and tall buildings**
33. Some* cities get the water that is stored in the earth. **Artesian well**
34. And other* cities must bring water from hundreds of miles away. **Reservoir, city in background**
35. Large* reservoirs are used to collect . . . **Reservoir through fence**
36. and* save water. **City across river**
37. Water purification plants* treat water with special chemicals to make sure it is safe to use. **Purification, close-up**
38. * **Filtration plant**
39. * **Filtration plant, close-up**
40. * **Filtering apparatus**
41. * **Six purification tanks**
42. The people* of most cities pay the city government . . . **Boy reading water meter**
43. for* the water they use. **Meter, close-up**
44. But* what happens to the dirty, used water? What's done with it? **Dumping waste water**
45. Sometimes* nothing. **Polluted water**
46. Or* not enough. **Dumping waste**
47. And* if nothing or not enough is done long enough, . . . **Debris**
48. The lakes* and rivers and streams, and even parts of the ocean, . . . **More debris, inner tube**
49. *become useless as supplies of water . . . **Oil slick on water**
50. *for drinking and cleaning, . . . **Dead fish**
51. for enjoyment,* **Sudsy water**
52. or for a supply of food.* **Fish, close-up**
53. And it is worse than that, for the polluted,* poisoned water does not just stay where it is . . . **Sudsy water moving downstream**
54. but moves downstream contaminating the water of other towns and cities. **Fish, close-up**
55. Scientists* working for the city, state, and federal governments test water. **Pollution-measuring device**
56. You cannot* tell just by looking at water whether or not it is safe. **Pollution-measuring device and man**
57. It once* seemed as if there was plenty of good, clean water and if something was dumped in it, it just went away. **Taking a water sample**
58. Only now* most of the rivers near cities are polluted and useless except to float on. Some cities with giant rivers or lakes next to them must get fresh water from hundreds of miles away. **River with city in background**
59. Recently* many people began to realize that if we continue to throw our wastes into water . . . **Stream in forest**
60. it would* become harder and harder to find new sources of water. **Dry stream bed**
61. The federal* and state governments passed laws against polluting our lakes and rivers and oceans. And something is being done. **Close-up of filtration process**
62. Most* cities now treat water with special germ-killing chemicals before dumping it in rivers and lakes. **Tugboat**
63. Some* factories also are filtering their waste water, but it is expensive to do this. Who should pay the expense for filtering this water? The government? The companies? **Factory filtration plant**
64. But even* if no more waste was thrown into a polluted river or lake, it would take years for the water to be safe again. **Three dolphins**
65. It would take* even longer for fish to live there again, because the plants and tiny animals the fish need for life have been killed. **Dolphins, close-up**
66. If men* thought there was plenty of water, they thought there was even more air. The earth is surrounded by a blanket of air. A blanket one hundred miles thick. **View of earth from satellite**
67. It would seem* that there is enough air, and in fact there was when men were spread over the earth; but as they began to live together in cities, problems developed. **Closer view of earth from satellite**
68. Men* consume at least as much in the cities as men outside the cities do. **Dining in outdoor restaurant**
69. And* they throw out more. **Garbage and trash cans**
70. It must be collected.* **Sanitation truck**
71. What is done with it? * **Emptying garbage cans**
72. Some cities just dump it in the ocean. The oceans are so* big that . . . **Garbage barge, close-up**

73. this didn't seem to make any difference. * **Garbage barge, long shot**
74. Some cities burn it. There was a time* when people thought the smoke would just disappear. **Incinerator smokestack**
75. *Homes in the city need heat, and factories need power. **Utility plant**
76. To* produce heat and power, fuel is burned. The burning makes smoke. **Black smoke from stack**
77. The *air was supposed to just carry the smoke away. **Many smokestacks**
78. But* what if there is no wind? **Polluted air in city**
79. People* in the city need to get from one place to another. **Airplane in flight**
80. The many planes,* buses, cars, and trains in and near cities provide more work for the air. **City bus**
81. For many* years people have said that everybody talks about the weather . . . **Concrete and steel canyon**
82. but no one* does anything about it. **City covered with smog**
83. It seems* as though the cities have done something about it. **Tall smokestack and city**
84. Cities* with polluted air are warmer and have more rain than when their air was clean. **Hot sun over city**
85. Polluted* air makes cities ugly. It's bad for our health. **Three city buildings**
86. *Polluted air can cause sickness. It's especially bad for people who have colds or lung trouble. **Buildings and pollution**
87. Perhaps* everyone will have to go around in a gas mask . . . **Man in gas mask**
88. *if the air is not cleaned up. **Blue sky**
89. State* and federal and city governments have passed laws to protect our air. **Wind vane**
90. Cities* have pollution-control stations. **Wind-measuring instrument**
91. There are* technicians who measure the amount of pollution in the air. **Man removing card from measuring instrument**
92. * **Close-up of instrument**
93. *Some pollution can be seen. **Pollutants on sensitized paper**
94. * **Man holding paper with pollutants**
95. Some of the most poisonous* gases can't be seen. **Sulfur dioxide monitor**
96. In some* places, if the amount of pollution on a certain day is very high, factories must stop burning fuel for a while. **Polluted air, New York City**
97. In some* places factories are required to filter their smoke to cut down on air pollution. Factory owners can be fined if they do not obey the law. **Smokestack belching thick, black waste**
98. In some* cities it's against the law to burn leaves and trash, because such burning helps pollute the air. **City in smog**
99. Automobile* manufacturers now build cars that produce less air pollution. **Automobile assembly plant**
100. * **Sheet-metal worker**
101. But this* is a difficult problem, because people who live in cities still need heat. **Steam vent**
102. And they still* need to get rid of their garbage. **Sanitation truck**
103. And cities still* need factories to produce goods and provide jobs. **Thick black smoke hovering over city**
104. *And people still want to travel. **Plane in flight**
105. If we* want to have clean air and fresh water, much work remains. **Splashing water**
106. The City, Water, and Air **Acknowledgments**
107. END

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